

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

An Undergraduate Thesis

By

**ANNISA SEKAR RATRI
1913042003**



**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2026**

ABSTARCT

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

By

ANNISA SEKAR RATRI

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.*

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

By:

ANNISA SEKAR RATRI

**Undergraduate Thesis
Submitted in A Partial Fulfillment of
The requirement for S-1 Degree**

In

**The Language and Arts Department of
Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2026**

Research Title

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

Students' Name

: Annisa Sekar Ratri

Students' Number

: 1913042003

Study Program

: English Education

Department

: Language and Arts Education

Faculty

: Teacher Training and Education



APPROVED BY

Advisory Committee

Advisor

Co-Advisor

Dr. Feni Munifatullah, M. Hum.

NIP 197406072000032001

Fajar Riyantika, S.Pd., M.A.

NIP 199307232019031017

The Chairperson of

The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.

NIP 197003181994032002

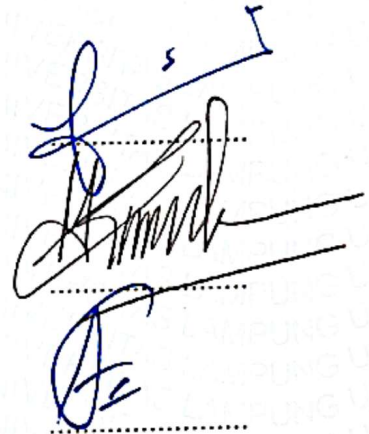
ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Feni Munifatullah, M.Hum.**

Examiner : **Dra, Endang Komariah, M.Pd.**

Secretary : **Fajar Riyantika, S.Pd., M.A.**



2. The Dean of Teacher Training and Education Faculty



Dr. Albet Maydiantoro, M.Pd.
NIP 19870504 2014041 001

Graduated on: **June 8th, 2026**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Annisa Sekar Ratri

NPM : 1913042003

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : The Application of Think-Pair-Share (TPS) Strategy In

Teaching Reading Comprehension to Eleventh Grade
Students of SMA Tamansiswa Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 8 Juni 2026

Yang membuat pernyataan,

Annisa Sekar Ratri

NPM 1913042003

CURRICULUM VITAE

The writer's full name is Annisa Sekar Ratri. Her name is Nisa to her family and some friends. She was born on September 24, 2001, in Tanjung Karang. She is the first daughter of two children, from her beloved parents Taryono and Virsanti Ringgala. She has a little sister, Diandra Kinan Ramadhani.

She started her education at TK Kartini 1 in 2006. She continued her education at SD Kartika II-5 and graduated in 2013. She entered her Junior High School at SMPN 23 Bandar Lampung, and graduated in 2016. Then, she graduated from Senior High School at SMAS Tamansiswa in 2019. In the same year, she registered as a freshman in English Education Study Program at the University of Lampung.

She conducted a teaching internship program from Kampus Merdeka at SDN 1 Way Gubak, Bandar Lampung in 2021 and she did KKN at Beringin Jaya Village in 2022, Bandar Lampung. To finish her study, she conducted the research at SMA Tamansiswa, bandar Lampung.

MOTTO

*“From sprinkler splashes to fireplace ashes,
I gave my blood, sweat, and tears for this.
So, everything you lose is a step you take.”*

(Taylor Swift, “*You’re On Your Own, Kid*”)

DEDICATION

This script is sincerely dedicated to:

My dearest parents, Taryono and Virsanti Ringgala

My beloved sister, Diandra Kinan Ramadhani

My honorable lecturers of the English Education Study Program

My almamater, University of Lampung

ACKNOWLEDGEMENTS

All praise to Allah Subhanahu Wa Ta'Ala by saying Alhamdulillahirobbil'alamiin for His abundance of grace, so that the writer can complete the thesis entitled "The Application of Think-Pair-Share (TPS) Strategy In Teaching Reading Comprehension to Eleventh Grade Students of SMA Tamansiswa Bandar Lampung". This script is presented to English Education Study program of Teacher Training and Education Faculty, University of Lampung to fulfill the requirements for S1 degree.

This script would never have come into existence without any support, encouragement, and assistance from several generous people. The writer would like to express her respectful gratitude and sincere to:

1. Dr. Feni Munifatullah, M.Hum. her first advisor who has contributed and given guidance, patience, and valuable feedback for the writer in accomplishing this thesis.
2. Fajar Riyantika, S.Pd., M.A. her second advisor who has given his assistance, contributed and evaluations, during the completion of this thesis.
3. Dra. Endang Komariah, M.Pd. her examiner, who has given her valuable suggestions and critics for the improvement of this thesis.
4. Fajar Riyantika, S.Pd., M.A. the head of English Education Study Program and all the lecturers of English Education Study Program who have given precious knowledge during her study at the University of Lampung.
5. The big family of SMA Tamansiswa Bandar Lampung, the principal, who has accepted and given a chance to conduct her research. All the teachers, staff, and students of SMA Tamansiswa Bandar Lampung, thank you for the cooperation during the research process.

6. Her deepest gratitude is dedicated to her wonderful parents, Bapak Taryono and Ibu Virsanti Ringgala. Thank you for the never-ending love, endless prayers, support, and always give motivation for the writer to complete this thesis.
7. Her supporting sibling, Diandra Kinan Ramadhani. Thank you for the support and motivation for the writer to complete this thesis.
8. Her favourite person and role model, Taylor Swift. Thank you for providing the music to her comfort, motivation, and companionship throughout the long journey of completing this thesis. Her songs became the source of encouragement during challenging moments and reminded her to keep moving forward despite setbacks.
9. Her long college squad; Varra, Yoanda, and Meisy. Thank you for the unforgettable memories, support, motivation, advice, tears, and laughs that we shared together in the good and hard times during college.
10. All friends of English Department 2019, thank you for the worthy memories and the time that we spent together.
11. Last but not least, thank you to me for the willingness to fight till the end.

Finally, the writer believes that her work is still far from perfection, because there may be flaws in this research. Therefore, comments, suggestions, and feedbacks will be accepted for better research. The writer hopes that this script will make a good contribution beneficial for readers, or those who want to carry out further research.

Bandar Lampung, June 2026

The Writer

Annisa Sekar Ratri

TABLE OF CONTENTS

Abstract.....	ii
Approved.....	iv
Admitted	v
Lembar Pernyataan	vi
Curriculum Vitae	vii
Motto	viii
Dedication	ix
Acknowledgements.....	x
Table of contents	xii
 Chapter 1: Introduction	 1
1.1. Background of the Research	1
1.2. Formulation of the Research	5
1.3. Objectives of the Research.....	5
1.4. The use of the Research	6
1.5. Scope of the Research	6
 Chapter 2: Literature Review	 7
2.1. The Definition of Reading	7
2.2. Think-Pair-Share	10
2.3. Students' perceptions and responses toward the application of TPS.....	13
2.4. Theoretical Assumption	16
2.5. Previous Studies	16
 Chapter 3: Methodology.....	 19
3.1. Research Design.....	19
3.2. Population and Samples	22
3.3. Research Variable	23
3.4. Instrument of The Research	23
 Chapter 4: Result and Discussion.....	 27
4.1. Description of Research Data.....	27
4.2. Hypothesis Test Result.....	28
4.3. Implementation of TPS Strategy in Learning Achievement	32
4.4. Application of TPS Strategy to Class Learning	31
4.5. Result of the Interview	34
4.6. Discussion	38
 Chapter 5: Conclusion and Suggestion	 41
5.1. Conclusion	41

5.2. Implications of Research Results	42
5.3. Research Limitations.....	42
5.4. Suggestions	43
References	45
Appendices	48

I. INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, formulation of the problems, and objectives of the research, the uses of the research, scope of the research and definition of key terms.

1.1. Background of the Research

English is an important international language to communicate amongst people around the world. Currently, English is used by young learners after learning their first language. It is a second language that learners can easily acquire. Due to the demands of the age of globalization, young learners must study English. In primary schools in Indonesia, learners use English as the local subject. Language allows people to express thoughts and feelings.

There are four skills in English: speaking, writing, reading, and listening. Reading is foremost a mechanical deciphering skill. According to Clark and Starr (1986: 270-271) Reading is a difficult skill to master. For most of us, it is a skill that must be mastered well into our adult lives. Undoubtedly, most bright students do not have all the necessary skills because they are efficient and effective readers. Based on Harmer (1995: 6) Reading for comprehension is looking for detailed information or language, must be seen by students as something very

different from the skills of reading stories or ordinary news. When looking for details, teachers expect students to concentrate on the minutiae of what they read.

Reading comprehension is considered an essential skill like the other three language skills. According to Alyousef (2006), reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text while trying to derive meaning, and different types of knowledge are used; linguistic or systemic knowledge as well as schematic knowledge. In conclusion, the reader communicates with the text and tries to elicit the meaning of information that they got from it. We are not only reading the text, but also trying to understand what we are reading. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. The process of reconstructing meaning is the process of transforming information presented and illustrated in a way that can indicate that the reader understands what they are reading (Sormin, 2011).

Reading is important because reading activities enable students to improve their knowledge, information, news, attitudes, and thinking (Listiani, 2014). Although reading is a familiar activity for students, this skill is still not easy to be mastered. In 2015, Program for International Student Assessment (PISA) revealed that the reading skill level of Indonesian Students is 69 from 76 countries which had been surveyed. This result was lower than Vietnam which has the level of 12 of all the surveyed countries (Natalia, 2016). It indicates that Indonesian students have very low average in reading comprehension. Comprehending the texts is not easy for students especially in English since they have to give all of their attention

to the text. There may be some distractions that they face along the reading process.

Finding the right method is a key component for teachers to teach reading comprehension to their students. This allows teacher to stimulate the interest in learning English, thus achieving the goals of teaching reading comprehension can influence the students ability to improve their reading comprehension's ability. In this study, the researcher chose cooperative learning as an alternative in teaching reading comprehension. Cooperative learning is a successful classroom strategy in which small teams of students of different ability levels use different learning activities to develop their understanding of the topic. Each member of the team is responsible not only for learning what they are taught, but also for helping their teammates learn and create the atmosphere of achievement. Students work on until all group members understand and complete the problem (Kagan, 1994). Think-Pair-Share learning strategy has many beneficial aspects for students. This kind of strategy helps students improve their communication skill by discussing with their classmates (Sugiarto, 2014).

In addition, students can effectively use imprecise language when communicating with peers. Student-centered learning is characterized by open-ended assignments and collaborative learning modes that lead to constructivist learning interactions in the classroom that consider the involvement of both teachers and students (Kumpulainen & Wray, 2002). Regarding learning modes and interaction expectations, teacher can consider the Think-Pair-Share learning strategy first developed by Frank Lyman. It was conducted at the University of Maryland in 1981 and was conducted in this current research. Over the years, this

approach has established itself as a collaborative discussion strategy (Jones, 2008; Kaddoura, 2013).

The Think-Pair-Share strategy encourages learners to think silently about the question and form pairs to discuss possible answers and responses. Pairs then share their responses with other pairs, teams, or the entire group (Othman & Othman, 2012). This learning strategy is not only allows learners to alleviate the blurry problem caused by excessive teacher talk, but also to convey information, clarify ideas, and negotiate meaning by focusing on verbal interactions (Anderson & Esquiedo, 2011).

Both school and university students are not interested in reading a very long text and no pictures in it. Even some of them are rather read the summary of the text or only read the text with pictures. Not only makes it easier for teachers to deliver class material, the Think-Pair-Share technique is also able to increase students' motivation with a fun learning procedure. This technique itself is very suitable to be applied to the fourth semester college students because their thinking ability is capable and critical enough to be involved.

Besides examining the effect of Think-Pair-Share (TPS) in teaching reading comprehension, it is also important to explore students' perceptions and responses can provide valuable insights into their learning experiences and reveal how they view the teaching and learning process. According to Brown (2007), students' attitudes and reactions toward classroom activities may influence their engagement and participation in learning. Furthermore, Robbin and Judge (2017) state that perception is an individual's interpretation of response to situations encountered in the environment. Therefore, investigating students' perceptions

and responses toward TPS can help determine whether the strategy is well received by students and whether it supports a positive learning atmosphere in reading classes.

Although many previous studies have reported positive findings regarding the use of TPS in language learning, the results may vary depending on the learning context, students' characteristics, and classroom conditions. Therefore, in addition to examining the effect of TPS in teaching reading comprehension achievement, this study also investigates students' perceptions and responses toward the application of TPS in teaching reading comprehension to the eleventh grade students of Tmansiswa Bandar Lampung.

1.2. Formulation of the Problem

Dealing with the issues presented in the background, this study is intended to answer the following research questions:

1. Is there any significant effect of students reading comprehension before and after the application of Think Pair Share learning strategy?
2. How is the students' response toward the use of Think-Pair-Share learning strategy in their English reading class?

1.3. Objectives of the Research

The objectives of this research are to find out whether there is a significant difference of students reading comprehension before and after the application of Think Pair Share strategy and find out the students' response toward the application itself in their English class.

1.4. The Use of the Research

The findings of the study are expected to be beneficial both theoretically and practically:

1. Theoretically, it can support and strengthen the previous research and it can be used as a reference for future researchers who want to conduct some related studies.
2. Practically, it can be advantageous for the English teachers to find an effective way in helping the students to master their reading comprehension in English class.

Other uses may be discovered by the readers after comprehending the whole explanation in this paper.

1.5. Scope of the Research

This research will be conducted through quantitative and qualitative methods. The focus of this research was on students' reading comprehension learning activity by using the Think-Pair-Share technique in English Language class. Furthermore, the subjects of the study were the Eleventh Grade students of SMA Tamansiswa. Bandar Lampung. Especially the class of XI MIPA 2 that consist of 22 students with the course of English Language.

II. LITERATURE REVIEW

Associated with many things in the previous chapter, this chapter is ahead of some theories which are discussed in a framework. It consists of the definition of reading, the definition of Think-Pair-Share strategy, the advantages of Think-Pair-Share strategy, theoretical assumption, and previous studies.

2.1. The Definition of Reading

Reading has many definitions. Leipzig (2001) states that reading requires recognizing, understanding and fluently speaking words. According to Pan et al. (2009) and Richards and Schmidt (2002) Reading means understanding written text. It is a complex activity involving both perception and thought. Reading consists of two related processes; verbal recognition and skill. Verbal or word recognition refers to the process of recognizing how written symbols correspond to spoken words. Readers typically use background knowledge, vocabulary, grammatical knowledge, text experience, and other strategies to help them understand written texts.

According to Nunan (1999), reading is a process of reconstructing meaning rather than deciphering form, and readers resort to deciphering only when other means fail. He also states that reading is usually thought of as a solitary activity,

where the reader interacts with the text in isolation. Most people read silently because for them, understanding reading requires an isolated environment.

Before discussing the definition of reading comprehension, people must first know what reading comprehension entails and how it relates to the overall reading process. Pan (2003: 14) explains that comprehension is the process of deriving meaning from related text. This includes not only the knowledge of words, but also thinking and reasoning. Understanding is therefore an active process, not a passive one. Readers actively read and construct meaning. This active involvement includes the use of prior knowledge. Drawing conclusions from the words and phrases that the author uses to convey information, ideas, and points of view.

Snow (2002: 11) defines reading comprehension as the process of extracting and simultaneously constructing meaning through interaction and engagement with written language. Readers should have a wide range of skills and abilities to understand. These include instantaneous cognitive skills, attention, memory, critical analysis skills, reasoning, visualization skills, motivation (purpose of reading, interest in the content read, self-efficacy as a reader). It includes knowledge of types (lexical, domain, and topic knowledge), linguistic and discourse knowledge, and proficiency) for specific communication strategies). Reading comprehension, on the other hand, can simply be defined as the degree of comprehension of a text. Furthermore, it is related to the student's ability to include the internal and mental processes of thinking and understanding printed forms.

Similarly, Klinger et al. (2007: 8) defines that reading comprehension is a highly complex process consisting of multiple components, the reader and what they contribute to the text (background knowledge, use of strategies), and variables related to the text itself (interest in text, understanding of text types). In addition, Remus et al. (2010: 170) states that reading is not a static skill. It depends on the purpose of reading and the text of the question. When the requisite skills are in place, reading becomes an evolving interaction between the text and the reader's background knowledge.

For simply, reading comprehension only serves to obtain information from a text, and skills assess a student's vocabulary and attempt to interpret meaning. and is used as a way to read certain information. It is an active activity that seeks to identify textual ideas, specific information, whether details are explicit or implicit, and textual references.

In addition, Brown in Ueta (2005: 5) asserts that most reading contexts allow readers to read at their own pace, so there is no need to overemphasize reading processing time. However, due to the presence of working memory, speed processing is essential. Grabe and Stoller in Ueta (2005: 5) Emphasize the important role of working memory. This is because information fades quickly from memory and the reading process becomes inefficient. In summary, reading involves various types and levels of intricately intertwined cognitive and metacognitive processes. All these processes should therefore be considered in the development of a student's reading comprehension.

2.2. Think-Pair-Share

Cooperative learning is one of the best-studied educational models. This is a learning model that does not evolve from an individual theory or a single learning approach. Allens (2007: 351) found that most developers of cooperative learning in heterogeneous groups benefit all less able students by collaborating with students with collecting skills, the latter of whom act as tutors for their less able peers. Larsen Freeman (2000:167) also stated that in cooperative learning students are often together. Teachers usually divide the students into mixed groups, such as boys and girls, different ethnic groups, and different language levels. This gives students the opportunity to learn from each other and interact with people who are different from themselves. Joliffe (2007:44) states that cooperative learning structures create situations in which group members can only solve tasks if the group as a whole has solved them. Think Pair Share is a cooperative learning discussion strategy first developed by Lyman at the University of Maryland in 1981 and has since been adopted by many authors in the collaborative learning field. Kagan (2009:14.8) also mentions that Lyman created a very strong frame sequencing his three structures called think-pair-share. Because there are so many ways to think, socialize and share with the class. Think-Pair-Share is a cooperative learning strategy where students think about their responses to prompts or questions and discuss their individual responses in pairs.

McCandlish (2012:2) states that Think-Pair-Share is a three-part of cooperative discussion. Students think about questions and topics, share their thoughts with their partners, and then some students share discussions and thoughts with the class.

Ledlow (2001:1) states that Think Pair Share is a low-risk strategy for engaging large numbers of students in classes of all sizes. The steps are easy. After asking a question, the teacher asks the student to think about the answer silently. As a variation, teacher can have them write custom responses. The teacher then asks the students to compare and discuss their answers in pairs. Finally, the teacher calls some students at random to summarize the discussion or give their answers. Random calls are important to ensure that students are individually accountable for their participation. Use background knowledge to understand ideas, give students time to think, develop and analyze ideas, maintain a high level of engagement, participate in small group interactions, summarize information, improve reading comprehension, develop and practice. By using this strategy results in longer wait times for teachers and longer think times for students. Think time has been shown to be a strong factor in improving student responsiveness to prompts and questions.

To clarify and facilitate the understanding of this method, these are the reading activities engaged in Think-Pair-Share (Chen & Chiu, 2016):

- 1) **“Think”** is when students individually identify one character in a short story or passage. They have a few minutes to write the adjectives, and describe the character.
- 2) **“Pair”** is when in partner, students share the adjectives, select two or three to share with the whole group, make a plan for a rationale for choosing these with references to the text.
- 3) **“Share”** is when the students act as a whole class they report the selected adjectives and give the reasons, read with voices, and discuss the sections of

text that support or conflict with the adjectives, by using all adjectives to write a simple paragraph about the character.

According to Lyman (1981), as the cooperative language learning models, Think-Pair-Share technique has several advantages, such as;

- 1) The Think-Pair-Share technique is fast and does not require much preparation time.
- 2) The Think-Pair-Share technique makes classroom discussions more productive as students had the opportunity to think before sharing their ideas with the whole class.
- 3) Students have the opportunity to learn higher level thinking skills from their peers and share ideas with the whole class can also builds confidence.
- 4) The 'Pairs' step ensures that no student is left out of the discussion.
- 5) Students can rehearse responses mentally and orally and all students have the opportunity to speak.
- 6) Both students and teachers have more opportunities to think and participate in group discussions.
- 7) The Think-Pair-Share technique is applicable to all grades and classes sizes.

According to Robertson (2006), the Think-Pair-Share technique is defined as a strategy for enabling students to develop individual ideas and share those ideas with other students. This is a learning strategy that involves teachers to encourage student participation in the class. Rather than using a simple presentation method where the teacher asks the question and the student presents the answer, using the thought pair sharing technique increases student responsiveness and helps the student stay focused on the task. It is also beneficial for students as it provides a

way to incorporate cooperative learning into the environment. This allows students to actively work on the subject and develop meaningful understanding (Sampsel, 2015).

The class activity using TPS technique is also encourages students' discussion and offer their own ideas before responding candidly (Street, 2002). When moving from group to group. Each learner communicates ideas to other learners by exchanging one key difference. As a result, this hands-on approach to learning offers equal opportunity to all learners to be succeed (Cook & Hazelwood, 2002).

Based on the explanation above, the researchers conclude that Think-Pair-Share is an excellent technique that can be effectively applied to educational reading. It certainly adds interest and makes it easier for students to understand the material.

2.3. Students' Perceptions and responses toward the application of Think-Pair-Share in their class.

Students' perceptions and responses play a crucial role in the teaching and learning process. Perception can be defined as the process through which individuals organize and interpret information from their environment to give meaning to their experiences (Robbins & Judge, 2017). In an educational context, students' perceptions refer to how learners interpret, understand, and evaluate various aspects of teaching and learning activities. Meanwhile, responses refer to students' reactions, attitudes, and behaviors toward instructional practices and learning experiences (Walgito, 2010).

Understanding students' perceptions and responses is important because they can influence students' motivation, engagement, participation, and academic achievement. According to Schunk (2012), students who perceive learning activities positively tend to demonstrate higher levels of motivation and participation in the learning process. Similarly, positive responses toward teaching methods may enhance students' willingness to engage in classroom activities and achieve learning objectives effectively.

Furthermore, investigating student's perceptions and responses can provide valuable feedback regarding the effectiveness of instructional practices. (Brown 2007) argues that learners' attitudes and reactions toward teaching methods can offer important insights for educators in improving classroom instruction and creating more effective learning environments. Therefore, examining students' perceptions and responses is a common practice in educational research, particularly when evaluating the application of a specific teaching method, learning strategy, or educational technology.

In language learning, students' perceptions and responses toward a teaching strategy are important indicators of effectiveness of classroom instruction. According to Brown (2007), students' attitudes and reactions toward learning activities can influence their participation and engagement in the learning process. When students perceive a teaching strategy positively, they are more likely to be motivated, actively participate in classroom activities, and develop a deeper understanding of learning materials.

One teaching strategy that emphasizes active students participation is Think-Pair-Share (TPS). TPS is a cooperative learning strategy developed by Lyman (1981) that provides students with opportunities to think individually, discuss ideas with a partner, and share their ideas with whole class. This strategy encourages interaction among students and promotes collaborative learning, which can help students construct knowledge through discussion and exchange of ideas.

In teaching reading comprehension, TPS allows students to analyze a text independently before discussing their understanding with peers. Such a collaborative activities may help students clarify information, identify main ideas, and improve comprehension of reading material. As stated by Kagan (1994), cooperative learning strategies such as TPS can increase students' engagement and provide meaningful opportunities for learning through interaction. Therefore, students' perceptions and responses toward the implementation of TPS are important to investigate because they can provide insights into how the strategy supports students' learning experiences and reading comprehension development.

Based on these considerations, this study focuses on investigating students' perceptions and responses toward the application of think-Pair-Share (TPS) in teaching reading comprehension to eleventh grade students at SMA Tamansiswa Bandar Lampung

2.4.Theoretical Assumption

Many students do not understand about the actual meaning of a higher level reading text. Students feel reading is difficult to comprehend. In other words, students are lack in reading comprehending text. To comprehend reading text, readers should know the best way how to comprehend the text easily without thinking that it is a must for them to know the whole meaning of the text. The researcher believe that Think-Pair-Share (TPS) technique can improve the students comprehend reading text which mean that the students can use Think-Pair-Share (TPS) as a technique in their reading. By using Think-Pair-Share (TPS) technique can make their reading more active.

The students can understand and remember detail of each paragraph, and answer the questions based on the text since this technique had a goal to get the readers look for the questions based on the text. Based on the statement above, the researcher believed that Think-Pair-Share (TPS) technique made students interested in learning English text. Practice was very essential to master a skill. In other words, reading comprehension needs a lot of practice to master and Think-Pair-Share (TPS) technique helps the students to comprehend the reading text. That was way the researcher assumed Think-Pair-Share (TPS) technique gave detail information that should be found by them in the whole of the text after they read the text and it could also motivate students to read the text.

2.5. Previous Studies

There are several studies concerned the use of Think-Pair-Share learning strategy in reading class. Here are some of previous studies related to the students'

responses by the use of Think-Pair-Share in teaching reading comprehension class;

Think Pair Share Technique to Promote Students' Reading Comprehension by Retno Dwigustini EFL learner at STKIP Kusuma Negara and Jenika Widiya EFL Learner at Bina Sarana Informatika University (2020). The objective of the research is to promote students' reading comprehension through Think Pair Share technique. The present research employed quantitative approach with Classroom Action Research (CAR) method. The participants involved were one class of seventh graders consisting of 22 students. The research was conducted in three cycles. Observation, test and interview were used to collect the data.

TPS (Think-Pair-Share): An Effective Cooperative Learning Strategy for Unleashing Discussion in Classroom Interaction by Prof. Hemant Lata Sharma and Priyamvada from International Journal of Research in Social Science (2018). The objective is about the Cooperative learning strategies used by teachers in the classroom interaction help in making classroom environment interactive, lively, co-operative and democratic. Among such cooperative learning strategies, TPS (Think-Pair-Share) is one such strategy which allows students to interact; process information; develop communication skills; refine their thinking and also help them to participate effectively in the classroom teaching-learning process through discussion. In this strategy, after making heterogeneous group, the teacher poses a question to the students and they start thinking analytically on it before sharing their ideas with the whole group. In this article, an attempt has been made to explain in detail TPS (Think-Pair-Share) cooperative learning strategy, how to use

it, its implications and to what extent, it helps in unleashing discussion in classroom interaction.

Investigating the Influence of Think-Pair-Share Approach Toward Students' reading achievement by Didik Rinan Sumekto an English Education Department lecturer from Widya Dharma University (2017). This research is investigate the influence of think-pair-share approach on the performance of ninth-grade students' reading achievement. This classroom action research involved 35 public secondary school students in Pandowoharjo, Sleman, Special Region of Yogyakarta. They were selected by purposive sampling method. Data collection used the naturalistic observation technique and narrative reading text in the selected meetings. After a series of reading activity, a twenty-numbers multiple choice test was given to all respondents. Data were analyzed by using mixed analysis; self-reflective spiral model and descriptive statistics. Think-pair-share stimulated students' participation and performance in reading, in which it increased the functional communication, discussion, decision taking, and conflict reduction in groups learning.

III. METHODOLOGY

This chapter discusses about research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' reading comprehension.

3.1. Research Design

Research may define as the application of the scientific approach to study of the problem. It is a way to acquire dependable and useful information. According to Ary et al (2006: 21) research is an attempt to solve the problems by using scientific approach in a systematic way.

This research used experimental design using quantitative and qualitative approach with one group Pretest Posttest design and an Interview after. According to Ary et al (2006:26) experimental study is scientific investigation in which an investigator manipulates and constructs one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables. Experimental research can be done in laboratory, in the class, and in the field. In this study the experimental research has been done in the class with taking students as population.

Experimental research is classified into pre-experimental design, true experimental, and quasi-experimental. Pre- experimental research does not have random assignment of subject to groups or other strategies to control

extraneous variables. True-experimental research uses randomization and provides maximum control of extraneous variables. Quasi-experimental research not randomly selected. This study used pre-experimental design in the form of one group pretest-posttest design using quantitative approach. In pre-test and post-test group the observation do two times, before giving treatment called pre-test and after giving treatment called post-test. In this study the researcher just puts one group and uses pre-test and post-test to see the result of the treatments.

In addition, this study incorporated qualitative data through interviews to obtain a deeper understanding of students' perceptions and responses toward the implementation of TPS in reading comprehension classes. According to Creswell and Creswell (2018), qualitative data can complement quantitative findings by providing detailed information about participants' experiences, opinions, and perspectives. Therefore, the interview data were used as supporting data to enrich the interpretation of the quantitative results.

The interviews were conducted with selected students after the implementation of TPS. The purpose of the interviews was to explore students' opinions, experiences, and responses regarding the use of TPS during reading comprehension activities. The findings from the interviews were analyzed descriptively and used to support the discussion in the quantitative research.

Table 3.1 A diagram of One Group Pre test – Post test design:

Y1	X	Y1
Pretest	Treatment Independent variable	Posttest Dependent variable

The procedure of experimental research that use one pretest – posttest design:

1. Administering a pretest with a purpose measuring students' writing ability in descriptive text of the eleventh grade students of SMA Tamansiswa Bandar Lampung.
2. Applying the experimental treatment by using Think-Pair-Share to the subjects (eleventh grade students of SMA Tamansiswa Bandar Lampung)
3. Administering a Posttest with purpose to measure students' writing ability in descriptive text in the eleventh grade students of SMA Tamansiswa Bandar Lampung. In this study, the researcher wanted to know the effectiveness of using Think-Pair-Share towards students' writing ability in descriptive text by conducting pre – experimental research. The impact was assessed by providing a specific treatment. The effectiveness of using media was known after knowing the significant differences between the students who were taught before and after applying Think-Pair-Share.

As part of teaching and learning strategy, Think-Pair-Share is designed equally for all participants. Reading materials would be delivered within 3 meetings. The methods included self-introduction by the instructor and discussion in small groups. During the activity, students in the same group were assigned important topics. At the time of application in Think-Pair-Share, teachers ask questions first.

This allowed group members to simply pause individually and reflect on their responses. Second, the activity turned into a couple and the members finally shared their answers to the questions with their peers. The class returned to the teacher (Conderman, Bresnahan, & Hedin, 2011; Goldsmith, 2013; Kaddoura, 2013; Nessel & Graham, 2007; Robertson, 2006).

3.2. Population and Sample

The population is all objects or subjects in a unit based on the quality and characteristics that had been determined and would be studied by researcher to produce a conclusion. The population is the totality of all objects or individuals that had certain, clear, and complete characteristics to be studied. In this study, all students from XI MIPA 2 SMA Tamansiswa Bandar Lampung in totaled of 25 students became consisted in the research population. A sample is several objects or subjects that are part of a population and had characteristics that are following the research population. The sampling can represent the population, it is necessary to have a sampling technique. A sampling technique is a technique used to determine the sample to be used in research.

In determining the sample in this study, it was carried out using a random sampling technique, namely taking it randomly or indiscriminately. This technique has the highest probability of establishing a representative sample. In this technique all individuals in the population either individually or together are given the same opportunity to be selected as members of the sample.

In taking the research sample, it was guided by Suharsimi Arikunto who stated that if the subjects were less than 100, it was better to take all of them, so that the research was a population study. Furthermore, if the subject is large, more than

100 people can use a sample. According to him, samples were taken between 10% -15% or even more than 25% of the total population.

The sample is "part of the population that is the object of research (literally means sample)". In determining/taking samples from the population, there are rules, namely the sample is representative of the population. Sampling occurs when the population is large and it is impossible for the researcher to study everything in that population. The sample in this study involved 15 students from the class which was given the treatment.

3.3. Research Variable

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables (Ary et al, 2006:37).

1. Independent variable: variable that consequence of or upon antecedent variables. In this research the independent variable is tourism brochures.
2. Dependent variable: is variable that is presumed to be caused by or influenced by the independent treatment conditions and any other. The dependent variable of this research is students' reading ability to descriptive text.

3.4. Instrument of the Research

Research instrument refers to any equipment used to collect the data (Arikunto, 2010:262). As an experimental research, the instrument used in this research was tests. According to Ary et al (2006:201) test is a set of stimuli

presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

In this case, there are two kinds of tests that should be done by the researcher, those are as follows:

a. Pretest

Pretest is the test that given to all students in class XI-MIPA 1 at SMA Tamansiswa Bandar Lampung. The test is conducted to know the students' reading comprehension ability in descriptive texts before conducting the treatment. In this pretest, the researcher asked XI-MIPA 1 students to do test with descriptive texts consisting of 50 questions.

b. Posttest

Posttest is the test that given to all students in class XI-MIPA 1 at SMA Tamansiswa Bandar Lampung to measure the students' reading comprehension ability in descriptive text which using Think-Pair-Share. In this posttest, the researcher asked XI-MIPA 1 student to do another test with descriptive texts consisting of 50 questions and the students had 40 minutes to do the task.

c. Interview

The researcher used semi-structured interview questions to the respondents and the answers were recorded by the researcher. Materials that could be used during interview period include tape recorder, paper, and biro. Robyn Longhurst (2003) defined a semi-structured interview as a verbal interchange where one person, the interviewer, attempted to elicit information from another person by asking questions. Although the interviewer prepared a list

of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important. Besides, this method produced high response rate, it also tended to be representative of the entire population of the study, and personal contact between the researcher and respondents enable the researcher to explain confusing and ambiguous questions in detail (Aina, 2004; Poppla, 2011). It required the researcher as the interviewer to ask questions to the students regarding how the Think-Pair-Share technique motivated the students to read more.

In this research the semi-structured interview is used as one of the instruments in order to fulfill the research problems which is to find out the students' response toward the application of Think Pair Share in their reading class and to find out whether there was a significant difference of students reading comprehension before and after the use of Think Pair Share strategy in their class. The study would be carried out in Tamansiswa Senior High School Bandar Lampung. The data taken from this interview would later be analyzed as after the researcher chose some of the stand out students from the questionnaire results. Right after that the researcher would do the semi-structured interview with those students to collect the data. For the questions to the interviews, the concept is students' perceptive and responses with the themes;

Theme	Indicator	Question Number
Students' perceptions of reading class	Interest, difficulties, boredom	Q1-Q3
Students' perception of TPS	Understanding, usefulness	Q4-Q6
Students' responses toward TPS application	Motivation, confidence, interaction, participation	Q7-Q10

The interview questions were developed based on these themes to explore students' perceptions and responses toward the application of Think-Pair-Share in reading classes.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the analysis of research results and discussion, it was concluded that there was no significant improvement before and after implementing the Think Pair Share (TPS) learning strategy in class XI MIPA 2 SMAS Tamansiswa Teluk Betung Bandar Lampung.

However, the findings obtained from the interviews revealed that students generally responded positively to the implementation of TPS in the classroom. The students reported that the strategy created more enjoyable and interactive learning environment, encouraged active participation on discussions, and provided opportunities to share ideas with their peers. Furthermore, TPS helped students to think more critically by considering different perspectives and exchanging ideas with their classmates.

Therefore, although TPS did not show a statistically significant effect on students' reading comprehension scores, the strategy contributed positively to students engagement, participation, communication skills, and critical-thinking abilities during the learning process. These findings suggest that the benefits of TPS may extend beyond measurable academic achievement and support the development of a more active and collaborative classroom environment.

5.2. Implications of Research Results

Based on the conclusions above, the results of this research have implications for:

1. The emergence of students' attention towards learning Reading in English classes, which has been considered boring. This emerged because of the implementation of the Think Pair Share (TPS) learning strategy.
2. There was no statistically significant improvement in students' reading comprehension achievement after the implementation of the TPS learning strategy. This finding suggests that improving reading comprehension may require additional instructional support, a longer implementation period, or the integration of TPS with other teaching strategies.
3. Thus, the application of TPS increased students' participation and engagement during classroom activities and also created a more interactive and collaborative learning environment through pair and group discussions.
4. The findings suggest that the benefit of TPS may be more evident in students' engagement, communication, and critical-thinking skills than in reading comprehension test scores.

5.3. Research Limitations

This research has been carried out to the maximum extent possible, but not without existing limitations, namely:

1. The research was conducted within a limited time frame of only three meetings, allowing the Think-Pair-Share (TPS) strategy to be implemented only once during the treatment period.

2. Students' limited reading comprehension ability and varying levels of English proficiency may have influenced the effectiveness of the TPS strategy and the overall research results.
3. The study was conducted in only one class, namely Class XI MIPA 2 of SMAS Tamansiswa Teluk Betung Bandar Lampung. Therefore, the findings may not fully represent students from other classes, grades, or educational settings.

5.4. Suggestion

Based on the research conclusions above, there are several suggestions can be conveyed, namely:

1. For students to pay more attention to the teacher when explaining the material so that when working on questions they can solve them easily. Also to increase the motivation and participation to the materials given. There many informative things that students can take from English classes, especially Reading.
2. For English teachers to add types of learning strategies in the classroom and not textbooks. This is highly recommended because students will feel bored if the learning they do is just listening to explanations and doing questions over and over again. Allowing students to be active in class while sharing English assignments will really help students in learning itself.
3. For future researchers, it is recommended to conduct studies using a larger sample size and include both experimental and control groups to obtain more comprehensive results. Future studies may also extend the duration of the

treatment to examine the long-term effects of TPS on students' learning outcomes.

4. Future researchers are encouraged to investigate the implementation of TPS in other English language skills, particularly speaking. Based on the interview findings of this study, TPS appeared to promote students' confidence, participation, communication, and critical-thinking skills during classroom discussions. Therefore, TPS may be more suitable for learning activities that emphasize interaction and oral communication than for paper-based reading comprehension assessments.

REFERENCES

- Afrilianti, (2014). The Effectiveness of Using TPS (Think-Pair-Share) Strategy to Improve Students' Reading Comprehension of The First Grade At MTSN Aryojeding Rejotangan Tulungagung 2013/2014. Tulungagung: State Islamic Institute (IAIN).
- Ahmadi, M.R., (2017). The Impact of Motivation on Reading Comprehension. *International Journal of Research in English Education*. 2(1).
- Amelia, R.K., (2016). Using Think-Pair-Share Strategy to Improve Vocabulary and Reading Comprehension Achievement of Eight Grade Students, *The Journal of English Literacy Education*, 3(2).
- Ahmadi, M. R., & Pourhosein Gilakjani, A. (2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060.
- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education*, 1(1), 11-15.
- Agustrianti, S., Cahyono, B. Y., & Laksmi, E. D. (2016). Indonesian EFL Students' Motivation in English Learning and their Literacy Skills across Gender. *International Journal of Applied Linguistics & English Literature*, 5 (4) , 219-227.
- Capen, R. (2010). The role of the teacher and classroom environment in reading motivation. *Illinois Reading Council Journal*, 38(4), 20-26.
- Leslie, L. (1993). A developmental interactive approach to reading assessment. *Reading & Writing Quarterly* 9, 5–30
- Pardede, P. (2019). Print vs. Digital Reading Comprehension in EFL: A Literature Review. *Journal of English Teaching*, 5(2), 77-90.
- Li, M., Geva, E., D'Angelo, N., Koh, P. W., Chen, X., & Gottardo, A. (2021). Exploring sources of poor reading comprehension in English language learners. *Annals of Dyslexia*, 71(2), 299–321.
- Qrquez, M., & Ab Rashid, R. (2017). Reading Comprehension Difficulties Among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan. *SSRN Electronic Journal*, 8(September), 421–431.
- Riadil, I. G. (2020). Investigating EFL Learners' Reading Comprehension Problems and Investigating EFL Learners' Reading Comprehension Problems and Strategies. 4(April), 48–58.

- Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *EDUCAUSE Quarterly*, 31(4), 51-55. Retrieved from <http://educause.edu/ero/article/asynchronous-and-synchronous-e-learning>
- Huang, X. and Hsiao, E. L. (2012). Synchronous and asynchronous communication in an online environment: Faculty experiences and perceptions. *Quarterly Review of Distance Education*, 13(1), 15–30.
- Darsana, G. N. (2014). Improving Reading Comprehension Through Think Pair Share Technique of The Tenth Grade Students' of SMK PGRI 4 Denpasar In Academic Year 2013/2014. Unpublished master's thesis, Mahasaraswati Denpasar University, Denpasar, Bali.
- Brown, H. Douglas. 2004. *Principle of Language Learning And Teaching*. New York: *Prentice Hall*.
- Bruce, Tuckman W. 1978. *Conducting educational research*: San Diego: Harcourt Brace Jovanovich. Burn, V, at all 1980. *What reading is*. New York: Prentice Hall General Reference.
- Creswell, J. (2009). *Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.
- Diane, Wendy. 2013. *Cooperative Strategy in Reading*. New York: Prentice Hall General Reference.
- Westwood, Peter. 2008. *What Teacher Need to Know about Reading Difficulties*. Victoria: ACER Press.
- Maulida, Faiza. (2017). *The Use Of Think-Pair-Share in Teaching Reading Comprehension*. *Journal of English Language Teaching (ELT)*. Vol 1, No. 6. P. 57.
- Robertson, K. (2006). *Increase Students Interaction by Think-Pair-Share Technique*. Mexico City: Colorin Colorado.
- Dwigustini, R., & Widiya, J. (2020). *Think Pair Share Technique to Promote Students' Reading Comprehension*. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(1), 25-34.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior* (17th ed.). Pearson.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th ed.). Pearson.

- Walgito, B. (2010). *Pengantar Psikologi Umum*. Andi Offset.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
- Kagan, S. (1994). *Cooperative Learning*. Kagan Publishing.
- Lyman, F. T. (1981). *The Responsive Classroom Discussion: The Inclusion of All Students*. University of Maryland.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.