

ABSTRACT

THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION AT MTSN 1 TANJUNGPINANG

By

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One of the targets of national curriculum for English at junior high-school (SMP) level is students' comprehension on various types of texts, such as narrative, descriptive, and recount. However, it is common that most students are observed being reluctant to read reading texts, even the short ones. Their lack of vocabulary mastery also limits their effort to achieve reading comprehension. Therefore, the teacher should be creative in selecting the techniques for use in teaching reading activities in the classroom, in order to boost students' reading comprehension without getting stuck with such problems.

To promote active learning, particularly in reading activities, Think-Pair-Share (TPS) technique is claimed to provide favorable environments. TPS technique accommodates five elements to support students' improvement: 1) positive interdependency, 2) face-to-face interaction, 3) individual and group accountability, 4) interpersonal and small-group skills, and 5) group processing. This research, therefore, would try to find out whether there is improvement and significant increase in students' reading comprehension after the implementation of TPS technique. To answer the research question, one-group pretest-posttest design was applied, with the sample the second-year students of MTsN 1 Tanjung Karang of 2011-2012 school year. Paired-samples t-test was then administered to test the hypothesis.

Data analysis on students' pretest and posttest scores reveals that the students performed better in the posttest ($\bar{x} = 68.43$) than they did in the pretest ($\bar{x} = 57.63$). Their behavior in both tests are also found to be consistent (Pearson correlation coefficient $r = 0.892$, significance value $p = 0.000$, $p < 0.05$). Paired-samples t-test indicates significant increase of students' reading comprehension achievement after the application of TPS technique ($t(29) = 9.672$; $p = 0.000$, $p < 0.05$). In conclusion, TPS technique is worth applying in the teaching-learning of English reading comprehension ability, particularly at the second grade of MTsN 1 Tanjung Karang.