

**TEACHING READING OF NARRATIVE TEXT THROUGH THINK PAIR
SHARE TECHNIQUE TO THE TENTH GRADE STUDENTS OF SMAN 1
BANJAR MARGO**

(A Script)

By:

Agus Budiarte



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

TEACHING READING OF NARRATIVE TEXT THROUGH THINK-PAIR SHARE TECHNIQUE TO THE TENTH GRADE STUDENTS OF SMAN 1 BANJAR MARGO

By

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The aim of this study was to find out whether there is a significant improvement of students' reading comprehension achievement after being taught through Think Pair Share technique. The research was quantitative research which used one group pre-test - post-test design.

The population of this research was the students of SMAN 1 Banjar Margo academic year 2016/2017. The sample of this research was X MIPA 1 which consisted of 30 students. This research was conducted from January 17th to February 16th 2017. The instrument was reading test.

The result of this research showed that there was a significant improvement of students' reading comprehension after being taught through Think Pair Share technique. It could be seen from the result of the hypothesis test which showed that at significant level of $p < 0.05$ ($p = .000$), in which the students' mean score in pre-test was 57.033 increase to 70.2667 in post test with 13.2334 of gain. The data were analyzed by using t-test in which the significance was determined by $p < 0.005$. It is found that Think Pair Share technique can increase students' reading comprehension achievement. It seems that Think Pair Share influence students' learning process.

Keywords : Think Pair Share technique, reading comprehension, narrative text.

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BANJAR MARGO**

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Agus Budiarte

**A Script
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The Requirement for S-1 Degree**

in

**The Language Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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2017**

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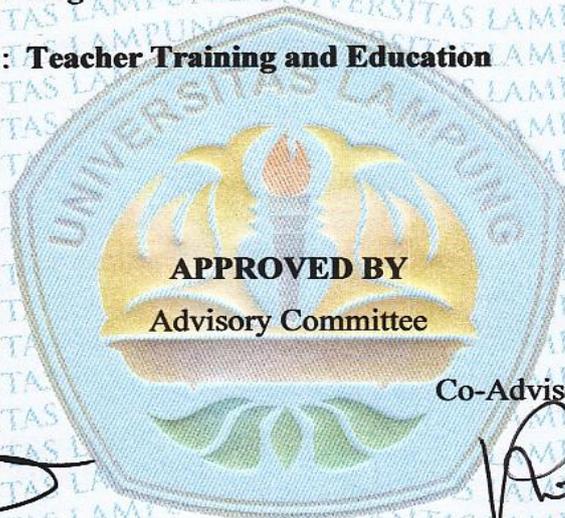
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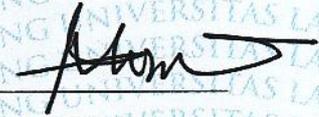


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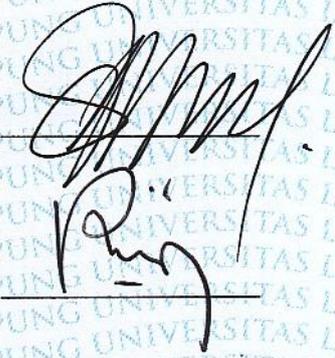
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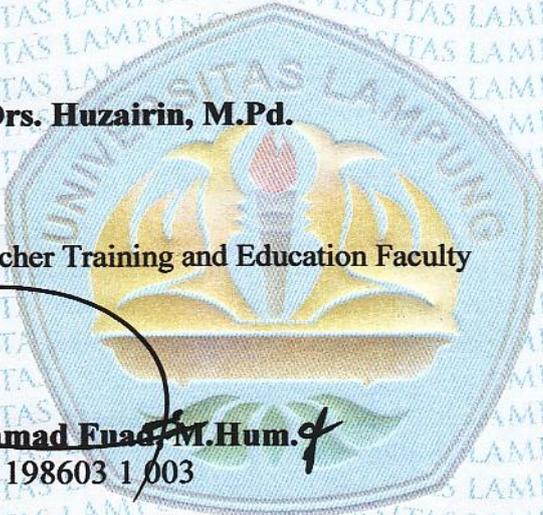
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Agus Budiarte was born in Tulang Bawang, on April 8th, 1995. He grew in harmonious and happy family from greatest couple, Nyoman Gantas and Ketut Sariani. He has two beloved brothers Made Sudarme and Nyoman Sudiane.

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DEDICATION

This paper is proudly dedicated to:

My beloved parents, Mr. Nyoman Gantas and Mrs. Ketut Sariani

My brothers, Made Sudarme and Nyoman Sudiane

My sister in law, Ni Wayan Luh Tantri

My beloved nephew and niece, Asita Daivi Vinaya and Rangunata Vidi Darsana

My special person who is always supporting me in finishing this study

All my beloved friends

English Education Study Program 2013

My almamater, Lampung University

MOTTO

“It is far better to discharge one’s prescribed duties, even though faultily, than another’s duties perfectly. Destruction in the course of performing one’s own duty is better than engaging in another’s duties, for to follow another’s path is dangerous.”

- Bhagavad Gita III.35

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Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research would never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There may be weakness in this research. Thus, comments and suggestions are always welcome for better research. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers and those who want to accomplish further research.

Bandar Lampung, June 4th 2017

The Writer

Agus Budiarte

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I. INTRODUCTION

This chapter discussed introduction of the research which dealt with several points such as background of the problem, identification of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms. Each of them will be elaborated bellow.

1.1. Background of the Problem

Reading is an interesting language skills. It is known that the ability of reading is necessary to get the knowledge. The purpose of reading is to gather the knowledge and information about the problems/questions faced by the people or something they have not known before. For instance, someone who wants to know about the effect of consuming instant noodle for humans health, he can read an articles on the internet that contains some information into that catalyst.

Comprehending the meaning of the text is one of the reading objectives in teaching-learning process for the tenth grade of Senior High School. Therefore, reading is essentially seen as an active activity. In short, it is the same as comprehending a text. All students are supposed to be able to understand the main idea of the text, factual information, explicit and implicit information in the text as well. Reading is the process of constructing meaning from written texts and reading comprehension is the main point of reading.

Considering the purpose of reading, Willis (2008) states that by reading, someone can find the information he/she needs with the specific information. Reading helps the reader to get what they want to know. Additionally, by reading we learn something new which we do not know before. We may learn about the meaning of culture, practice and forms of culture.

In common condition, reading a book, an article, or a passage in English for some students is not an easy work to do. Many students get low score in reading section because it is hard to identify the main idea, specific information, inferences, and the word meaning of the text. Moreover, students who learn English are expected to master every single language skill with reading skill as the main skill. Reading is the main skill that students have to master, since in any tests that students faced contains of reading text. There are almost all types of text appear in students final examination even in national examination.

There are some applicable techniques. One of the techniques is Think Pair Share technique. Think Pair Share is one of the cooperative learning techniques found by Lyman in 1981. Think-pair-share gives the students opportunity to discuss their problem in comprehending a text to another, so they can solve the problem together. There are some researchers who use Think Pair Share technique in order to increase students' reading comprehension achievement.

Additionally, Ahyarudin (2008) found that Think Pair Share technique could increase the students' reading comprehension achievement. He compared Think Pair Share technique (TPS) and Grammar Translation Method (GTM). It was found that the students' score within experimental class which implemented TPS was significantly improved (54.29 to 80.71), while there was no significant

increase in the control group that used GTM (55.67 to 61.75 point). Based on his finding, he confidently said that think-pair-share technique was able to increase the students' reading comprehension achievement.

Another opinion was given by Allen (2007: 107). He states that the advantages of Think Pair Share are providing students with think time prior to discuss, permitting for independent and collaborative learning, giving students opportunities to collaborate to refine definitions, giving some more triggers to more equal participation as all students share with one other and then with another pair of students, engaging students in active learning. Supposed if all of the students can get all of those advantages, it will make reading as an enjoying activity. In short, students can obtain the main idea of the text, find the specific information easily, and everything that they need in reading and comprehending the text. If it may be said that it will help their improvement of reading comprehension achievement.

As a matter of fact, Kartika (2013) conducted her research in SMAN 8 Bandar Lampung. She found that there is a significant increase of the students' reading comprehension achievement in hortatory exposition text after being taught through Think Pair Share technique. It can be seen from the increasing score on the pretest and posttest of the experimental class that increased from 50.16 to 84.22 in posttest with the gain was 34.06. There was an increase of the total scores from pretest and posttest from 1605 to 2695, with the gain 1090. On the other hand, determining the features of the form of a text has the highest increase, with the gain score was 45,7 and the lowest was making inference, which was 14.2. Additionally, using Think Pair Share technique in teaching Reading is good to

increase student reading achievement. Moreover, students may share the idea with their friend to obtain the best answer of the question.

Another research was done by Rohibah (2013). She conducted a research on increasing students' comprehension through TPS technique in procedure text at the first grade of senior high school. She found that teaching reading through Think Pair Share technique can be used to increase students' participation in contributing the group work clearly and has a good positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, students feel that think pair share technique is enjoyable, simplifies the group work assignment and improves responsibility.

Moreover, Palupi (2013) found that there was a significant difference of students' reading comprehension after being taught through Think Pair Share (TPS) technique at SMPN 8 Bandar Lampung in recount text. It can be seen from the value of t-ratio is higher than t-table ($9.935 > 2.042$) and the significant level is lower than 0.05 ($0.000 < 0.05$). It means that H_0 was rejected and H_1 was accepted. It was also proved from the increase of the students' mean score in the post-test which was higher than in the pre-test.

The previous researches have investigated about teaching reading through TPS technique in hortatory text, recount text, and procedure text. It seems that the previous research have not conducted a research of teaching reading through TPS technique in narrative text especially in 2013 curriculum. Considering the problems above and regarding the advantages of think-pair-share above, the researcher is interested to conduct a research entitled "Teaching Reading of

Narrative Text Through Think-Pair Share Technique at the Tenth Grade Students.”

1.2. Identifications of the Problem

Based on the explanation stated above, the researcher formulated the problem as follows :

1. Is there any significant improvement of students’ reading comprehension after being taught through TPS technique?
2. What aspect of reading that improves the most after being taught through TPS technique?

1.3. Objectives of the Research

By relating to the formulation of the problems, the objectives of the research were as follows:

1. To investigate whether there is any significant improvement of students’ reading comprehension after being taught through TPS technique
2. To investigate aspects of reading that improves the most after being taught through TPS technique.

1.4. Uses of the research

The uses of this research were as follows:

1. Theoretically

Theoretically, this research was to investigate whether there was any significant improvement of student reading comprehension after being taught through TPS technique or not.

2. Practically, this study can be used as:

- a. As information for those who wanted to teach reading through Think-Pair-Share technique.
- b. To be a reference for the next researchers who would do a research about TPS for their script.

1.5. Scope of the Research

This research was conducted at the tenth grade of SMAN 1 Banjar Margo. The focus of this research was limited on narrative text.

1.6. Definition of Terms

Some terms defined in order to give basic understanding of the related variables and concept. These were stated below:

1. Reading comprehension means relating to what someone does not know or new information to what he already knows through printed messages being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intentions, and expectations that are already in readers' head (Smith, 1982:15)
2. Think-pair-share is a summarization strategy that can be used in any content area before, during, and after a lesson. The activity involves three basic steps, which are thinking, pairing, and sharing (Lyman, 1981).
3. Narrative text is a kind of text to retell the story that in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

This chapter had discussed about background of the problem, identification of the problem, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter explained about some theories related to the research. The theories would be the references for the researcher in conducting the research. The theories that would be explained were as follows.

2.1. Concept of Reading

Simanjuntak (1988:3) states that reading is a process of putting the readers in contact and communicates with ideas. It is a skill considered as the best method to obtain information. Commonly, people are known that they are better in understanding and remembering what they have read than what they have heard. Suparman (2007:13) states that the most important keywords in definition of reading are to take in, to understand, to interpret, and to attribute an interpretation.

By all means, it seems that reading has an important role in the communication way. Besides obtaining the information, the others roles of the readers are understanding and interpreting the information. According to Suparman (2005:1) , he states that there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but also they must understand the text in order to find out something or do something with the information that the readers have obtained. Dallman (1982:23) adds that reading is more than knowing what each letter of the alphabet stands for, and it involves more than word recognition. As Faradiaswita (2012:8)

says that reading is difficult to analyze because it involves the most intricate working of human mind, it is a genuine cognitive process.

In order to obtain the information, having comprehension ability is needed by the readers. While the readers are in a reading process, actually they attempt to understand what is written through this ability. Comprehension always follows reading because there will be no reading without comprehension. There are three level of reading comprehension according to Smith (1969) and Wayne (1979):

a. Literal comprehension

Literal comprehension is a process of understanding the ideas and information that is explicitly stated in the passage, such as identifying the meaning of the word, recalling direct-stated details, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns, conjunction, etc. In this level, the reading comprehension question is factual and detailed.

b. Interpretative comprehension

Interpretative comprehension refers to the understanding of the ideas or information that is not explicitly stated in the passage. It includes the understanding of the author's tone, purpose, and attitude; inferring the factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content.

c. Critical comprehension

Critical comprehension refers to the analyzing, evaluating, and personally reacting to the information presented in a passage, for instance; indicating the overall meaning to the reader and analyzing the quality of the written symbols and/or information in terms of established standards.

Those three kinds of comprehension are needed in order to understand the texts. The researcher realizes that each of them help the readers to apprehend the texts. Basically the readers are started their interactive process that involves the readers' background knowledge. But in this research, the researcher was not dealing with those three level of reading comprehension. So that, the researcher only analyzed students' reading comprehension by analyzing the five aspects of reading. Background knowledge is a knowledge that the reader has known before reading the text. Therefore it can support the reader in order to comprehend the text. There are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well, i.e. main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1. Main Idea

Main idea is called the topic sentence. It tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. It is left to the reader to infer or reason out. So, main idea is the very important idea that the author develops throughout the paragraph.

2. Specific Information

Specific information or supporting sentence develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. Vocabulary

Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

According to the explanation above, there are five aspects of reading. They were main idea, specific information, inference, reference, and vocabulary.

2.2. Definition of Teaching Reading

Hedge (2003) states that reading component of an English language teaching may include a set of learning goals for:

1. Developing the language range goal through independent readers outside EFL/ESL classroom is the most teachers seek in reading English texts.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. Adapting the reading technique according to its reading purposes.
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the texts.

It is necessary to build up students' ability in acquiring the reading technique according to its purpose as main goal in teaching reading. According to Alyousef (2006:7), in teaching reading, contemporary reading tasks, unlike the traditional

materials involve three-phase procedure: pre-, while-, and post-reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arouse their interest while previewing the reading text. While-reading stage is an interactive process that can develop students' ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence, and comprehension questions.

Basically the purpose of teaching reading is to develop students' skill of the reading English texts effectively and efficiently. Teaching effectively and efficiently always become the focus of the teaching-learning, especially in reading, that has been put as the basic in choosing the techniques in many various types of texts. Therefore, the teaching technique should be matched with the reading purposes. Suparman (2005:1) states that whether it is for pleasure or for information, reading should be meaningful besides efficient and effective.

The appropriate technique must be applied based on the purpose of reading in order to increase the reading classroom activities. Think-Pair-Share (TPS) is one of the techniques that can be applied in senior high-school students because this technique will provide effective, efficient, independent, and responsible reader before they step into higher education.

2.3. Definition of Think-Pair-Share (TPS)

Think-Pair-Share (TPS) is a technique that might support teacher in teaching-learning process. It helps the students who prefer working in a group without ignoring those who feel more comfortable with doing task individually. Those types of students are facilitated through thinking stage then will be continued to

the sharing stage. As Lie (2002:57) states that Think-Pair-Share (TPS) is a technique that gives the opportunity to the students to work alone and also in a group.

Think-Pair-Share (TPS) developed by Frank Lyman and his colleagues (1981) in Maryland. It gives the students more time to think, to respond, and to help each other. There are three steps of this technique:

1) Thinking

Firstly, the teacher will divide the text into two parts before distributing to the students. Then the teacher will give the students time to think for a few moments. The students are supposed to think about the text individually.

2) Pairing

After that, the students have to find their pair who has a different part of the text. Each of them has to talk about their thinking of the text before. Then they will gather the idea of the text in order to get the whole idea. Both of them will share the text to identify the interpretation of the text.

3) Sharing

In the last step, the students will find the other pair to share the information that they have discussed before in the pairing step. Each of them will collect all the information then fix it as the best information.

This technique may be used to increase the class participation that are directed to work both individually and collaborative contribution by giving and taking information from each other

2.4. Think-Pair-Share in Reading

There are many researchers who investigated the factors that influence or have a relationship on the students' achievement. The writer found out some research which are relevant to this research as follows.

Kartika (2013) conducted her research in SMAN 8 Bandar Lampung. She found that there is a significant increase of the students' reading comprehension in hortatory exposition text achievement after being taught through Think-Pair-Share technique. It can be seen from the increasing score on the pretest and posttest of the experimental class that increased from 50.16 to 84.22 in posttest with the gain was 34.06. There was an increase of the total scores from pretest and posttest from 1605 to 2695, with the gain 1090. On the other hand, determining the features of the form of a text has the highest increase, with the gain score was 45,7 and the lowest was making inference, which was 14.2. Additionally, using Think-Pair-Share technique in teaching Reading is good to increase student reading achievement. Moreover, students may share the idea with their friend to obtain the best answer of the question.

Another research was done by Rohibah (2013). She had a research on increasing students' comprehension through TPS technique in procedure text at the first grade of senior high school. She found that teaching reading through Think Pair Share technique can be used to increase students' participation in contributing the group work clearly and has a good positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, students feel that think pair share technique is enjoyable, simplifies the group work assignment and improves responsibility.

Moreover, Palupi (2013) found out there was a significant difference of students' reading comprehension after being taught through Think-Pair-Share (TPS) technique at SMPN 8 Bandar Lampung in recount text. It can be seen from the

value of t-ratio is higher than t-table ($9.935 > 2.042$) and the significant level is lower than 0.05 ($0.000 < 0.05$). It means that H_0 was rejected and H_a was accepted. It was also proved from the increase of the students' mean score in the post-test which was higher than in the pre-test.

The previous research have invested about teaching reading through TPS technique in hortatory text, recount text, and procedure text. It seems that the previous research have not conduct a research of teaching reading through TPS technique in narrative text. Considering the problems above, the researcher is interested to conduct a research that will complete another research.

2.5. Procedures of Teaching Reading Through Think-Pair-Share (TPS)

Palupi (2013) stated that there were some procedures of teaching reading through Think-Pair-Share (TPS):

1) Pre activity

In this stage:

- a. The teacher divided the text into two parts before distributing them to the students
- b. The teacher asked the students to read the text then gave them more time to think about what the text was mainly telling about. In this time, the students should try to comprehend the text individually that represent the thinking step.

2) While Activity

- a. The teacher asked the students to find their pair who has different part of the text to discuss about what they had thought before that was considered as the pairing step.

b. The teacher asked the students to gather the ideas that two of them have before. The students had to combine the whole text information. Therefore each of them must pay attention to their partner's explanation.

c. The teacher asked the students to find the other pair to share the information. This exchange information was considered as the sharing step. Each of them would gather the all information to get the best interpretation. In this stage, the information depend on their listening ability.

3) Post Activity

a. The teacher gave the students several question related to the text to check their reading comprehension. This stage was considered as the evaluation activity.

b. The teacher asked the students one by one in order to see the result of reading comprehension.

2.6. Advantages of Think-Pair-Share (TPS) Technique

Allen (2007:17) states some benefits of Think-Pair-Share (TPS) as a technique:

- 1) It provides students time to think to prepare their own information into the discussion with their pair.
- 2) It allows both independent and collaborative learning. The students have their own time to work by themselves and together with their partner(s).
- 3) It gives students opportunities to collaborate the refining definition. While they are in the stage of sharing process, they have opportunities to exchange information with their pair.
- 4) It invites equal participation. Each of students will tell the information that she/he has to their pair.
- 5) It engages students into active learning. This technique can force the students who are passive to be active because in pairing and sharing step, each of them should join and invite their friends to discuss.

6) It invites students to share their understanding in both kinesthetic and visual modes. While the student is explaining in sharing step, they usually use body language and face-to-face interaction to send their information to their friends.

Concerning those benefits, teachers can reach the goal of teaching reading because students can really understand the content of the text. Each of students also has the same opportunity to share their ideas with their friends.

While, here are some advantages of Think-Pair-Share technique according to Johnson and Johnson (2001):

1. Thinking Time Provision

Think-time in Think-Pair-Share allows the students to develop their answer. It because it helps the students to control the first answer that come first in their mind to be more reliable and better answer that is full of justification and reasonable.

2. Making Students Actively Involved

This strategy has power to make all the students get involve in the learning process. *Pair* and *share-time* triggers the students to talk and discuss with each other about their own thoughts. They also used to appreciate ones opinion about the problem and the answer. So, it makes the students more actively involve in group discussion and class participation.

3. Resolving Students' Misunderstandings

Students' misunderstanding about the topic are resolved during *peer-tutoring* or *peer-teaching*; they would be argue their ideas and then discuss it together, so if there are some misunderstanding or opinions. It can be solved clearly.

4. Easy to Implementing on the spur of the moment

Think-pair-share is easy to be implemented because it does not take much time for the class preparation.

5. As a cooperative Learning Strategy, Think-Pair-Share benefits students in the areas of peer acceptance, peer support, academic achievement and self-esteem.

2.7. Disadvantages of Think-Pair-Share (TPS) Technique

Choosing Think-Pair-Share (TPS) as a technique in teaching reading can solve students' reading problems but every teaching-learning technique has its own drawbacks. There are some disadvantages of Think-Pair-Share (TPS) as a technique as follows:

- 1) This technique spends much time when the process does not run well.
- 2) While sharing stage, the teacher cannot fully monitor each pair because there are not any specific rules about how long they will speak. It means that the discussion may be dominated by certain students. In order to avoid this problem, teacher should work hard to monitor the process of discussion.
- 3) The information received by the students is limited to what their friends know.

Besides having some advantages, *think-pair-share* according to Lyman (1981) also has disadvantages as follow:

1. Time Consuming

Applying *think-pair-share* will be time consuming if the process does not run well. The teacher should be able to create an amusing atmosphere and give some rules for prevention.

2. Odd number of students

Problem may appear when the number of students is odd, for example 27. In such case, the teacher may let one a group with odd number, i.e. *three students, for the pairing stage (leaving one students alone in pairing process is not preferable and inconsistent with the procedure of TPS).*

3. Domination of Certain Students

Students who are in upper level of knowledge usually have many opportunities to share their idea because they have more ideas in their mind than the lower students. It can create a situation where the upper students try to dominate the process of learning (especially in *sharing stage*). Therefore, the teacher should always check and monitor the entire process to ensure that such thing does not happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning.

4. Assigning The member of The Groups

Think-pair-share technique allows all of the students to share their ideas one by one. It makes the teacher should assigned every students in order to monitor their participation. It will be hard because the teacher will work harder to remember and recognize the students who are good or not in the process of learning in the classroom.

5. Limited Information

The information received by the students is limited to what their friends know. The ideas that come up from the students' mind usually appear from their previous knowledge and acquired knowledge from the text given. The information can be limited if the students are not able to

elaborate their ideas, so the information given only rotate in the same place or not elaborate well and not so many information that students get from their friends.

2.8. Theoretical Assumption

Reading was considered as one of skills that the students need to master. Reading was not only a process of seeing from one symbol to the other. The readers were supposed to understand about what the writer wants to talk about. By having an ability to comprehend the text, the reader hopefully would not only read but also got the information which written in the text. Therefore, appropriate technique was really needed to help the students in order to get the information. Think-Pair-Share (TPS) technique might be the solution. This technique had three steps that the researcher assumes that TPS technique was an effective technique in improving students' reading comprehension achievement.

2.9. Hypothesis

The hypotheses which were proposed to be formulated in this research was below:

1. There is an increase of students' reading comprehension achievement after being taught by using think-pair-share technique.

These were the explanation about some theories related to the research. The theories used as references to conduct the research

III. RESEARCH METHODS

This chapter discussed about research design, population and sample, instrument, data collecting technique, research procedure, try out of the instrument, scoring system, data analysis, and hypothesis testing.

3.1. Research Design

In conducting this research, the researcher used experimental method. The researcher used the one group pretest post test design, in which there was one group as the sample (Setiyadi, 2006). The class got the treatment from the researcher and also got pre-test and post-test. In order to see whether think-pair-share could be used improving the students' reading comprehension achievement was determined by the difference scores of pre-test and post-test. This research design was represented as follows:

T1 X T2

Which are :

T1 : Pre-test

X : Three Times Treatment

T2 : Posttest

3.2. Population and Sample

The samples of this research were the students in SMAN 1 Banjar Margo. There were six classes 2016/2017 academic year and had almost the same age from 15 until 16 years old. The class that I used as a sample consist of 30 students. Most of them were not able to write, to speak clearly, or to read. In this research, the researcher only took one class as the sample of the research and one class as the try out class. The sample was taken randomly by using lottery.

3.3. Instrument

Instruments in this research, the researcher used an instrument for conducting the research. The instrument was tested by using reading test. The instrument used was objective reading test of narrative text that was used for tryout, pre-test, and post-test. Those tests were in form of multiple choices that consists of four options (A, B, C and D). The multiple choice test was used since its marking is rapid, simple and most importantly reliable, not subjective or influenced by the marker's judgment (Heaton, 1975).

3.4. Data Collecting Technique

For collecting the data, the researcher gave pre-test and post test of reading. The test as given before and after the treatment as follows :

1. Pre-test

The pre-test was conducted before the treatment of teaching reading comprehension through Think Pair Share technique in narrative text, to see the students' reading comprehension before the treatment. The pre-test was given as an objective test in multiple choices form. The numbers of the items in the test were 30 items which had four options of answers, (A, B, C and D) in 60 minutes.

The material was given based on 2013 curriculum of senior high school, which consider suitable vocabulary, grammar, and structure.

2. Post-test

The post-test was given to the students after the treatments to find out the significant difference between the score of the students' reading comprehension achievement after being taught through Think Pair Share technique in narrative text. The result of post-test was compared with the result of pre-test. The test consisted of 30 multiple choices items consisting of four options (A, B, C, and D). That was the explanation about the data collecting technique.

3.5. Research Procedures

This research would be conducted based on the following procedures:

1. Determining the Sample

The researcher took one class in the first year of SMA Negeri 1 Banjar Margo. The sample was taken randomly by using lottery.

2. Conducting the Pretest

The pretest was administered in order to measure the students' reading skill achievement before being taught through TPS. The pretest was in form of reading test which is in multiple choice and matching all in 30 items in 60 minutes.

3. Selecting the Material

The researcher chose appropriate material based on the syllabus and also considering the result of pretest. There were three times for the treatment. The material was in the form reading.

4. Treatment

In this research, treatment was done in three meetings with 90 minutes in every meeting. The chosen class was taught by TPS. The procedure was as follows:

- Pre Activity
- Whilst Activity
- Post Activity

5. Administering Posttest

The post-test was given to the students in experimental class after the treatment of teaching reading comprehension achievement through Think Pair Share technique, to know whether the students' reading comprehension achievement increase or not. It took 60 minutes and used 30 items of multiple choice tests with four options (A, B, C and D).

6. Analyzing Data

After conducting pre-test and post-test, the researcher analyzed the data by using T-test. It was used to know whether Think Pair Share is able to increase students' reading comprehension achievement in narrative text or not. It was computed through SPSS.

There are several procedures that will be used by the researcher in conducting the research.

3.6. Try Out of the Instrument

In doing the research and proving whether the test items were applicable or not, the researcher tried out the test to find out the validity, reliability, or level of difficulty, and discrimination power of the test. It was conducted in order to determine whether the 50 items had a good quality or not before being given for the pretest and the post-test. There were four criteria of a good test that should be met: validity, reliability, level of difficulty, and discrimination power.

3.6.1. Validity

Hatch and Farhady (1982) stated that a test is considered valid if the test measures the object to be measured and suitable with the criteria. They claim that there were two basic types of validity: content validity and construct validity.

A. Content Validity

Hatch and Farhady (1982) claim content validity was the extent to which a test measure a representative sample of the subject matter content, the focus of content validity was adequacy of the sample and simply on the appearance of the test. The procedure for determining content validity was to compare the test content with the universe of content or behaviours supposedly being measured.

B. Construct Validity

Setiyadi (2006) says that if the instrument just measures one aspect, for example vocabulary, the construct validity can be measured by evaluating all item in the test. If all items have measured students' reading comprehension, this instrument has fulfilled construct validity. Shohamy (1985) says that the construct validity is concerned whether the test is actually in line with the theory or not. We could

conclude that construct validity was to measure or pointing on the consistency of the test and the theory used. If a scale had represented all idea or concept which was going to be measured, this scale had fulfilled this aspect of validity. This test had fulfilled all idea and concept which was going to be measured. Inter-rater was used when the type of the question of the test were independently estimated by two or more judges or raters. It meant that there was another person who the question of the test besides the writer himself, that was the student of English education department student of Lampung University.

Table 1. Table Specification of reading Test

No	The Types of Reading Comprehension	Items Numbers	Percentage
1.	Determining the main idea	1, 6,10,16,21,25,30,32,40,41, 47,	22 %
2.	Finding specif information	2, 3, 5, 9,12,17,18,23,24,26,29,33,34,36,37, 44, 50	34%
3.	Finding references	7, 19, 20,28, 31,39	12%
4.	Finding inferences	13, 35,38, 43, 45, 46,49	14%
5.	Understanding vocabulary	4, 8,11, 14, 15, 22,27,42,48,	18%
Total		50	100%

3.6.2. Reliability

Reliability was a measure of accuracy, consistency, dependability, or fairness of score resulting. Setiyadi (2006) says that reliability was a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. To measure the coefficient of the reliability between odd and even group, in this research used the person product moment formula as follows:

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Where:

r_1 : Reliability between odd and even

x : The total number of odd number items

y : The total number of even number items

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_k : The reliability of the whole test

r_{xy} : The reliability of half test

The criteria of the reliability are:

0.90-1.00 : High

0.50-0.89 : Moderate

-.49 : Low

The researcher prepared 50 items of multiple choices test. The students were given for about 90 minutes to do the tryout test. The reliability was analyzed using the Spearman Brown's Prophecy Formula. The test is reliable if reliability test reach 0.50. As the result, the reliability of this test is 1,1355. Based on the criteria of reliability presented by Hatch and Farhady (1982:268), this test had a high reliability in range 0.9000-1.00. It showed that this instrument would produce the

consistent result when administered under similar condition to the same participant and in different time (Hatch and Farhady, 1982:244).

3.6.3. Level of Difficulty

The level of difficulty and discrimination of power of this instrument were also analyzed. After analyzing the data, the researcher got 28 items were good with the criteria 0.30 – 0.70 (average), 9 items should be revised, and 13 items were bad and be dropped. Finally, the researcher took 30 items as the instrument for pre-test and post-test.

To see the level difficulty, the researcher used the following formula:

$$LD = \frac{R}{N}$$

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

3.6.4. Discrimination Power

The discrimination power was used to discriminate between weak and strong examinees in the ability being tested. The students of try out class divided into two groups: upper and lower students. The upper students were students who answered the question correctly and the lower students are students who answered the question incorrectly. To determine the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP : discrimination power

U : the proportion of upper group students

L : the proportion of lower group students

N : total number of students

The criteria of discrimination power are:

0.00 – 0.19 : poor

0.20 – 0.39 : satisfactory

0.30 – 0.69 : good

0.70 – 1.00 : excellent

- (negative) : bad items, must be omitted

From the try out test, there are 13 items less than 0.20 (<0.20). it indicated that items are poor and could not differentiate the upper and lower students well. It also found that 17 items scored 0.20 – 0.40 that is stated as satisfied items, 19 items scored 0.41 – 0.70 that is stated as good items.

3.7. Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher will use Arikunto's formula (1989:271). The ideal highest score is 100. The scores of pretest and posttestis calculated by using following formula:

$$S = \frac{r}{n} \times 100$$

Where:

S: The score of the test

R: The total of right answer

N: the total.

That is the formula of scoring system that will be used in this research.

3.8. Data Analysis

After conducting pretest and posttest, the researcher analyzed the data. It was used to know whether there was improvement of the student's reading comprehension after being taught through TPS. The researcher examined the students score by using following steps:

1. Scoring pretest and posttest.

2. Calculating the total correct answer of pretest and posttest.
3. Tabulating the score of the student's reading comprehension test results using t-test.
4. Drawing conclusion from the tabulated result of the pretest posttest, that is statistically analyzed by using Repeated Measure t-test of SPSS (Statistical Program for Social Sciences) in order to examine whether increase of the students gain is significant or not.

3.9. Hypothesis Testing

The hypothesis testing which showed that there was any improvement of reading comprehension achievement approved at the significant level of 0.05 in which $\alpha < 0.05$ (Setiyadi, 2006:97). To determine whether the first hypothesis accepted or rejected, the following criteria acceptance would be used:

H_1 : There is a significant improvement of students' reading comprehension achievement when they are taught by using *think-pair-share* technique.

H_0 : There is no a significant improvement of students' reading comprehension achievement when they are taught by using *think-pair-share* technique.

The criteria are:

H_1 will be accepted if *alpha level* is lower than 0.05 ($\alpha < 0.05$).

H_0 will be accepted if *alpha level* is higher than 0.05 ($\alpha > 0.05$).

These were the explanation about the method related to the research. The method used as guidance to conduct the research.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusion and suggestions. The suggestions are proposed for teacher and for other researcher who are going to conduct any similar research.

5.1. Conclusions

Drawing the analysis of the findings and discussion, the conclusion of the research are:

1. There is a significant improvement of students' reading comprehension after being taught through Think Pair Share technique. Think-Pair-Share is a technique that combines both between individual learning and also collaborative learning. This technique provided the students the three basic steps that facilitated them in developing their mind. Think Pair Share technique can make students more active and creative in the class.
2. Specific information is the aspect that improves the most among the other aspects since those three basic steps provided the students to gain more information.

5.2. Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For the teacher

After having research, the researcher suggests the English teacher to implement Think Pair Share technique in teaching reading. There must be good preparation and time allocation, because the materials have to be explained and delivered to the students clearly. The teachers also have to make a clear regulation in order to control the class, to make sure that the students can follow the instruction and focus to the material. Moreover, the teachers should ask the students who are smarter among the others to be the leader of the group in order to help their friends during the learning process.

2. For further research

It is suggested for further researchers to conduct this technique on different level of students and also in different skill. For those who want to conduct the same research, it is highly recommended to balance the number of table specification in order to get the accurate data. Use an observation sheet in order to monitor students' activity in the class. Make sure that the try out test item already good in order not to drop too many items for pretest and post-test.

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