THE IMPLEMENTATION OF THINK-PAIR-SHARE` (TPS) TECHNIQUE IN TEACHING READING COMPREHENSION AT SMAN 14 BANDARLAMPUNG

(Undergraduate Thesis)

By

FAJAR KURNIASIH

**TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

THE IMPLEMENTATION OF THINK-PAIR-SHARE TECHNIQUE IN TEACHING READING COMPREHENSION AT SMAN 14 BANDARLAMPUNG

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The objectives of this research were to find out the improvement on the students' reading comprehension achievement after they are taught through TPS technique and to find out the students' constraints during the implementation of the technique. This research was basically a quantitative research.

The population of this research was the second grade students of SMAN 14 Bandarlampung in the academic year 2016/2017. The sample of this research was XI IPA 1 which consisted of 32 students. The research design was one group pretest posttest. The students were taught by using TPS technique in two meetings. The data were taken from the tests and then they were analyzed by using Repeated Measure t-test. Moreover, to describe students' constraints during the implementation of the technique, researcher used observation sheet.

The result of the implementation of TPS technique in teaching narrative reading text showed that there was a significant difference on students' reading comprehension ($p < 0.05$, $p = 0.00$). The mean score of the pretest was 62.8 and the posttest was 77.4. In addition, the students' contraints during the implementation of this technique were students' vocabulary problem in comprehending the text and students' difficulty in interpreting the idea of the text.

In brief, it can be concluded that TPS technique can be a good stimulus of teaching to increase students' reading comprehension achievement. The result showed a positive impact in the students' reading achievement. The constraints occured during the research could be solved and the students were able to comprehend the text well.

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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Student's Name : **Fajar Kurniasih**

Student's Number : 1213042029

Department : Language and Arts Education

Study Program : English Education

Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor I

Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

Advisor II

Mahpul. M.A., Ph.D.
NIP 19650706 199403 1 002

The Chairperson of
Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

   Chairperson : **Dr. Ari Nurweni, M.A.** ....

   Examiner : **Prof. Dr. Patuan Raja, M.Pd.** ....

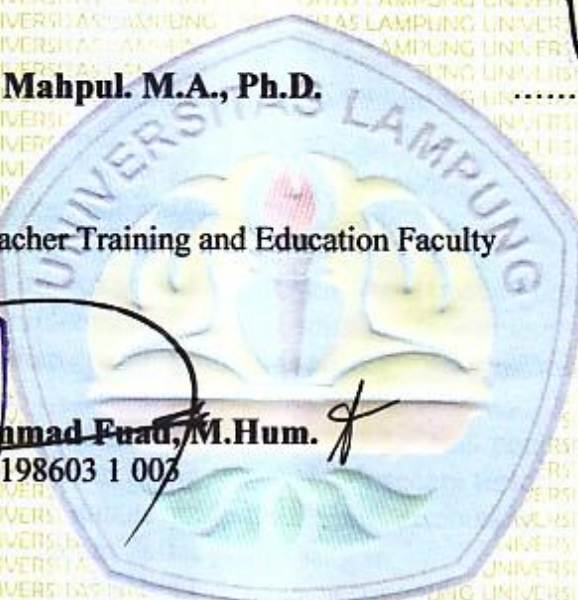   Secretary : **Mahpul. M.A., Ph.D.** ....

2. The Dean of Teacher Training and Education Faculty

   Dr. H. Muhammad Fuad, M.Hum.
   NIP 19590722 198603 1 003

Graduated on: April 27th, 2017

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NPM : 1213042029

Nama : Fajar Kurniasih

Judul Skripsi : The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension at SMAN 14 Bandar Lampung

Program Studi : Pendidikan Bahasa Inggris

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Fajar Kurniasih
1213042029

CURRICULUM VITAE

Fajar Kurniasih is the last child of Sahari and Rohimah. She was born on January 16th, 1994 in Bandarlampung. She has four brothers and two sisters. They are Edi Zubaidi, Dedi Afriandi, Rahmat Hidayat, Nurhasanah, Maisaroh and M.Ridwan.

She started her study at SDN 1 Langkapura in 2000 and then continued her study at SMPN 14 Bandarlampung. In 2009, after graduating from Junior High School, she continued her study at SMAN 7 Bandarlampung and graduated in 2012.
In the same year, she was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University. She did PPL and KKN from July to September 2015. She taught at SMPN 1 Pagar Dewa, Lampung Barat.

During her time in Lampung University, she was actively involved in UKM-U Eso (English Society) and AIESEC Unila. In 2014, she was appointed as the head of Human Resourse Department followed by becoming Vice President of English Society Unila in 2015.

She was awarded the champion of Speech Competition EEC in Action South Sumatera Region and Duta Bahasa Unila 2014. In addition, she was chosen as the delegate of National Bootcamp Sahabat Pulau and International Youth Forum on Climate Change and Sustainable Development in 2016.

DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me; then, I dedicate this script to:

My beloved parents: Sahari and Rohimah

My brothers and sisters: Edi Zubaidi, Dedi Afriandi, Rahmat Hidayat, Nurhasanah, Maisaroh, and M. Ridwan

Students of English Study Program 2012

My almamater, Lampung University

MOTTO

"Magic happens when you do not give up, even though you want to."
(Anonymous)

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The writer realizes that this undergraduate thesis has limitation in certain ways; therefore, constructive comment, critique, and suggestion are expected to compose better paper in the future. Hopefully, this paper would give a positive contribution to the educational development and to those who want to accomplish further research.

Bandar Lampung, June   2017

The writer

Fajar Kurniasih

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I. INTRODUCTION

This chapter is concerned with the background of the problem, formulation of research questions, objectives, uses, scope, and definition of terms that are used in this research.

1.1. Background of the Problems

Reading is a skill which involves the students' prior knowledge of the learned language and the students' understanding on written forms. Anthony, Pearson, and Raphael in Farrel (2012:3) define reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It seems that the reader constructs the meaning of the text by trying to correlate the text and what he or she already knows about the words.

Reading that has an important part in teaching and learning process is a process of understanding the written text. The students do not only have to understand the written symbol but they also have to comprehend the content of the text. Based on Klingner in Smahillah (2011) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. Moreover, in the learning process, students are expected to do extensive reading for their assignment or exam. However, there are many students who are not able to comprehend their

lesson and improve their reading achievement. Thus, the difficulties in comprehending the text have been the main problem that has to be overcome.

Furthermore, reading is important in the curriculum of high school. According to School Based Curriculum (KTSP), the students are expected to achieve the basic competency of reading achievement as follows: 1) The ability to obtain general and specific information in the written texts; 2) The ability to get the main ideas of the written texts; 3) The ability to guess the meaning of the words, phrases, or sentences, based on the context; and 4) The ability to guess the meaning of reference (Depdiknas, 2006).

However, there are a number of texts that should be comprehended by Senior High School students; one of them is narrative text. Reading narrative text is different with reading other kinds of texts. According to Anderson in Alberti (2014) narrative text is a text that has a purpose to entertain the reader or listener. In addition, narrative text can also be written to teach or inform, to change attitude or social opinions, and to show the moral of the story. Teaching a narrative text effectively requires precise instructions as well as reading comprehension techniques that allow students to be fully engaged with the text.

On top of that, based on Harris and Smith in Sutarsyah (2013:35) there are seven majors that can affect a reader in comprehending a text. These factors are basically divided into two categories. The first one comprises five factors which are internal for the students, that is background experience, language abilities, thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purposes. The other one includes two external factors and they are nature of the text and physical factor.

Concerning those statements above, teachers should find a way to succeed the teaching-learning process. A suitable technique is needed to keep the students' motivation to read the whole part of the text then they can get the necessary information. Besides that, the technique should increase students' reading comprehension and encourage them to enjoy the teaching-learning process.

Therefore, Think-Pair-Share (TPS) is one of the techniques that is expected to be a good answer for the teacher to increase the students' reading comprehension especially in narrative text. Simon in Sormin (2012) defines that most activities in Think-Pair-Share require the learners to solve some problems in cooperative way. This technique gives the opportunity to the students to work alone and also in a group by following three steps. They are Thinking, Pairing, and Sharing. Thus, this technique is beneficial to improve students' comprehension in reading.

On the other hand, in order to find a new insight that might be taken as a guideline for the implementation of TPS technique, the researcher would find out the students' constraints during the implementation of this technique. According to Collins Online English Dictionary, a constraint is something that limits or controls what you can do. Meanwhile, based on English Oxford Living Dictionaries (2017), constraint is a limitation or restriction. Therefore, based on the definition above, constraint is something that limits the students to comprehend a written text after the implementation of a technique.

Think Pair Share as an effective way to improve students' reading comprehension has been previously studied by Palupi (2013). She conducted her research in SMPN 8 Bandarlampung. She tried to investigate whether there is significant difference of students' reading comprehension achievement after being taught through TPS technique and to find out the problems that the students face during

the implementation of TPS. The result of her research proved that there is a significant difference of students' achievement in reading comprehension before and after being taught through TPS technique. In addition, she also explained that there are three main problems faced by the students during the implementation of this technique, those are: finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in the pairing process, and focusing in the lesson by being cooperative in every steps of this technique. However, she also stated that 'inference' was the aspect that has the highest improvement after the implementation of TPS technique. Thus, teachers can consider TPS technique to improve students' reading comprehension achievement.

In addition, Goodman (2010) also proves that using TPS technique can improve students' reading comprehension in the third graders of Osseo-Fairchild Elementary, a small school located in Trempealeau country in east-central Wisconsin, United States. The population of the research was 20, consisted of 11 boys and 9 girls. Four similar styles Hougthon Mifflin generated comprehension test were used to gather data regarding the students comprehension. Each test required students to independently answer 20 multiple choice questions related with the text. Questions included about the main ideas, inference questions, summary questions, factual questions, evaluative questions and vocabulary questions. The tests were untimed and taken individually, with the teacher reading only the direction. However, she explains that Think Pair Share technique is beneficial to improve students' reading comprehension.

According to the background above, those previous researches prove that Think Pair Share Technique (TPS) can be implemented in teaching reading for Junior

High School and Elementary School. Thus, the researcher will apply TPS technique in teaching reading for another level of education, which is senior high school. The researcher intends to find out is there any significant improvement on students' reading comprehension achievement after the implementation of TPS technique and the students' constraints during the implementation of the technique. Therefore, this research was conducted at SMAN 14 Bandarlampung, with the title "The Implementation of Think Pair Share Technique in Teaching Reading Comprehension at SMAN 14 Bandarlampung".

1.2. Formulation of Research Questions

Based on the background mentioned earlier, the research questions which are formulated by the researcher are:

1. Is there any significant improvement of students' reading comprehension achievement after they are taught through Think Pair Share technique?
2. What constraints do the students have during the implementation of Think Pair Share Technique?

1.3. Objectives

In relation to the research problems that are already formulated, the objectives of this research are:

1. To find out whether there is any significant improvement of students' reading comprehension achievement after they are taught through Think Pair Share technique.
2. To investigate the constraints that the students have during the implementation of Think Pair Share Technique.

1.4. Uses

The uses of this research are:

1. Theoretical Benefit

   This research will verify the previous theories dealing with the theories in this research. Besides, this research can be used for further research.

2. Practical Benefit

   This research may help someone who read this proposal to understand more about the TPS technique. Besides, the result of this research is expected to provide teachers with a new insight that might be taken as a guideline to build students' interest and improve their achievement in reading.

1.5. Scope

The focus of this research was on the implementation of Think Pair Share technique and students reading comprehension in narrative text, especially to find out the main idea, identify detail information, reveal the meaning of the words, determine the reference of words and infer the information from the text. This research was conducted to students of grade XI of SMAN 14 Bandarlampung academic year 2016/2017. The main objectives of this research were to find out whether there was any significant improvement of students' reading achievement after the implementation of TPS technique and to find out students' constraints during the implementation of the technique. In order to collect the data of the research the researcher used reading comprehension tests and class observation sheet. There are two tests to check students' reading comprehension achievement. They were the pre-test as the test before implementing TPS technique and the

post–test as the test after implementing the technique. The pre-test and the post test were objective tests in multiple choice forms with four options of each question (a,b,c, and d).

1.6. Definition of Terms

In this research, the researcher uses some definition of key terms in order to avoid misunderstanding as stated below:

1. *Reading* is a meaningful interpretation of written symbols, which occurs through the interaction between printed words and the readers' language competency, and which includes decoding and comprehension skills. (Haris and Sipay in Shin et.al., 2007)

2. *Reading Comprehension* is the process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. (Wainwright in Smahillah, 2011)

3. *Think-Pair-Share (TPS) Technique* is a technique that gives the opportunity to the students to work alone and also in a group. (Lie in Palupi, 2013)

4. *Constraint* is something that limits or controls what you can do. (Collins English Dictionary)

According to the explanation above about the implementation of Think Pair Share technique in reading, the researcher would conduct a research entitled the implementation of Think Pair Share technique in Teaching Reading at SMA Negeri 14 Bandarlampung. This research is focused on how TPS technique is

implemented in order to improve students' reading comprehension and to find out students' constraints during the implementation of the technique. The researcher uses three terms to define the title of this research they are; *reading, reading comprehension, and Think Pair Share technique.*

II. LITERATURE REVIEW

This chapter discusses certain points related to the theories that are used in this study, such as reading, aspects of reading, students' constraints in reading, narrative text, teaching reading, Think-Pair-Share (TPS) technique, Think-Pair-Share (TPS) technique in teaching reading, procedure of Think-Pair-Share (TPS) technique in teaching reading, advantages and disadvantages of Think-Pair-Share (TPS) technique, theoretical assumption, and hypothesis.

2.1. Reading

In this sub chapter, the researcher explains the definition of reading according to three different experts, namely, Nuttall (1982), Alyousef (2005) and Silberstain (1988).

The first definition of reading comes from Nuttall (1982: 14), she assumes reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the readers' perception of graphic symbols that represent language and their language skills, cognitive skills, and the knowledge of the word.

Meanwhile, according to Alyousef (2005) reading can be seen as an interactive process between the reader and the text which leads to automaticity or reading fluency. It means that during this process, the readers interact dynamically with the text as they try to get the meaning of the text and where various kinds of knowledge are being used.

The last definition of reading is from Silberstain in Simanjuntak (1988: 15), she defines reading as an active process of interacting with print and an instantaneous association of those symbols with the readers' existing knowledge.

From all the explanations above, it can be concluded that reading is an active process to gain the meaning of current information by relating readers' background knowledge to the information provided in the printed text.

Reading skill is not a matter of reading only, but the reader should comprehend what they have read. According to Harris and Hodges in Torgesen (2006), reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. It means that in reading comprehension the readers should be able to construct the meaning of the written text by substituting ideas between the reader and the message in the text.

From that definition, it can be said that reading comprehension is readers' skill in understanding what they have read from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with full understanding.

2.2. Aspects of Reading

There are some aspects of reading that have to be comprehended by the readers. Conant in Chapman (1969), states that reading may be differentiated into such aspects, such as : (1) the ability to answer factual question based directly on reading selection; (2) the ability to read between the lines, to draw inference, to see implications and identify assumptions; (3) the ability to evaluate logical soundness and rhetorical effectiveness.

On the other hand, according to Davenport in Tanum (2014), there are six aspects of reading which help the students to comprehend the text. Those aspects are mentioned below:

1. Identifying main idea, main point, author's purpose or an alternative title for the passage.

2. Recognizing the tone of the passage or identifying the style.

3. Comprehending information directly stated in the passage (finding supporting detail)

4. Answering relational questions about the author's opinion or idea, even if not stated directly.

5. Recognizing the structural methodology employed to develop the passage, for example sequences, vocabulary, and represent pronoun (reference).

6. Extending limited information given by the author to a logical conclusion using inference (inference meaning)

In addition, Nuttall (1982) states that there are several aspects of reading skills: main idea, specific information, references, inference, and vocabulary. These aspects will be explained below:

a. Main Idea

Main idea is the most important piece of information the author wants to know about the concept of paragraph. Determining main idea is a skill to grasp and find the main point of the passage by summarizing its passage and looking for repetition of ideas/words.

b. Specific Information

It means by looking for the information which is relevant to the goals in mind and try to ignore the irrelevant information.

c. Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another.

d. Inference

Inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the readers imply the sentences or passage and conclude it logically.

e. Vocabulary

This is the basic thing for those who want to produce something both oral and written. In reading, the readers will be able easier to understand the text if he/she is rich in vocabulary.

Based on the explanation above, it can be concluded that reading is a complex skill and all the aspects of reading have their own skill sets. Therefore, in order to comprehend the text well, the readers should be able to correlate all these skill sets. Thus, the aspects of reading that focused in this research are main idea, specific information, references, inference, and vocabulary.

2.3. Students' Constraints during the Implementation of TPS Technique

Finding out the students' problems / constraints during the implementation of a teaching technique is important for teacher. Based on Oxford Online Dictionary, constraint is a limitation or restriction. It is something that limits the students to comprehend a written text during the implementation of a technique.

According to Sugiarto and Sumarsono (2014), there are two constraints that encountered by the students during the implementation of TPS technique, those are: (1) The students were not familiar with the new model implemented in the teaching-learning process, so that sometimes they got difficulties in interpreting the instruction given by the teacher; (2) The students had difficulties in delivering their idea and opinion during the pairing and sharing steps. Meanwhile, based on Carss (2007), incorrect interpretation of the questions or requirement is one problem which interfered with comprehension and thinking. Thus, this problem will carried confusion when the students are in the 'sharing' process of TPS technique.

Based on the explanation above, it can be concluded that TPS is a complex teaching technique. If the students fail to interpret the instructions in the first process it will affect the next processes. Therefore, there are some constraints faced by the students during the implementation of this technique, those are : the students are not familiar with the technique and they had difficulties in delivering their ideas.

2.4. Narrative Text

There are a number of the texts that should be comprehended by senior high school students. They are narrative text, report text, recount text, descriptive text, and procedure text. In this research, the researcher used narrative text. There are several reasons why the researcher chooses narrative text in this research. Firstly, narrative text introduces the students to the ability to organize a series of facts,

events or ideas in logical order. Secondly, one of the social functions of narrative text is to entertain the readers. Thus, hopefully the students will enjoy the learning process. Thirdly, the example of narrative text is easily to be found in internet, literature, and books. Therefore, it will help the researcher to find a suitable narrative text for the students.

According to Anderson in Alberti (2014) narrative text is a text that has a purpose to entertain the reader or listener. However narrative text can also be written to teach or inform, to change attitude or social opinions, and to show the moral of the story. There are some characteristics of narrative text:

1. *Orientation*: It is about the opening paragraph where all the characters are introduced, where and when the story takes place.

2. *Complication*: It is about the problems that the characters have. The complication pushed along by a serious of events, during which we usually expect some sort of problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them from reaching their goals.

3. *A sequence of events*: where the characters react to the complication.

4. *Resolution*: It is about how the problem is solved. It includes their feeling and what they do.

5. *Coda*: provides a comment or moral value based on what has been learned from the story. However, it is an optional step.

In addition, Faradiaswita (2012), states that narrative text has a number of language features, as follow:

1. Focus on specific or individual participants, i.e. explaining about specific character or person. For instance, Jack and The Bean Stalk tells us about the story of *specific boy named Jack*, not a boy or boys named Jack in general terms

2. Use of material process or action verbs, i.e. verbs that indicate activities or actions, such as *stayed, climbed, killed*, etc.

3. Use of behavioral process / verbal process / saying verbs, i.e. verbs that indicate verbal expressions such as *murmured, said, told*, etc.

4. Use of temporal conjunction or time connectives to connect the story step by step, like *then, after that, afterwards*, etc.

The following is the example of narrative text, Snow White:

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White did not want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?".

Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Generic Structure Analysis:

1. Orientation; introducing specific participants; Snow White

2. Complication; revealing a series of crisis: Snow White's aunt and uncle would leave her in a castle, Snow White run away, Snow White felt hungry in the wood.

3. Resolution; the crisis is resolve: the dwarfs permitted Snow White lived in their cottage lived happily.

From the explanation above, the researcher assumed that narrative text was appropriate to use in teaching reading comprehension by using Think-Pair-Share Technique.

2.5. Teaching Reading

Teaching reading is the activity to teach students how to understand the written text. In this sub chapter, the researcher explains about teaching reading.

In teaching reading, the teacher should supervise the class activities to make the students able to master the materials. Alyousef in Tanum (2014), states that there are three-phase procedures in reading. They are pre-, while-, and post-reading process. The pre-reading stage helps to activate students' background knowledge. The aim of while-reading stage is to develop students' ability in tackling text by

developing their linguistics and background knowledge. The post reading included activities, which enhance learning comprehension. Thus, during the three-phase procedures, teacher should be able to implement a suitable strategy to improve students' reading comprehension.

The objective of teaching reading is to develop students' reading skill of English texts effectively. In teaching reading the teacher should use appropriate technique to make the students able to master the materials. Therefore, technique in teaching reading should be matched with the purpose of the reading which are to read effectively and efficiently.

From the explanation above, the researcher assumes that in teaching reading the implementation of appropriate technique will increase students' interest in reading and improve their reading comprehension achievement.

2.6. Think-Pair-Share Technique

In this sub chapter, the researcher explains the definition of Think Pair Share as one of the techniques in teaching reading from some different experts. In the last part of this sub chapter, the writer will conclude the definition of Think Pair Share technique.

Think Pair Share (TPS) was developed by Frank Lyman in Maryland. According to Arends in Riadi (2013), Think Pair Share is an effective way of variety situation class discussion. It means, all the reading activities and discussion need a setting to control the class as a whole and the procedure of TPS technique can give more time for the students to think, to respond, and to assist each other. Thus, this technique keeps all students to involve in the learning process and provide opportunity for the students to share their answer of the questions.

Meanwhile, based on Solomon (2009) Think-Pair-Share is an equity pedagogical best practice because it provides students with (a) 'think time", a period to reflect and compose their answer, (b) 'behavioral rehearsal time', a period to practice stating their thoughts with a classmate, and (c) five safe options including sharing the thoughts of a learning partner.

Furthermore, based on Lie in Palupi (2013), Think Pair Share Technique is a technique that gives the opportunity for the students to work alone and also in group. It means by implementing this technique the students' participation during the teaching and learning process will be increase. At first they will think about the problem given by the teacher individually, then they will think and share to their own pair, at last they will share the result of their discussion to the other pairs.

From the definition above, the researcher concluded that TPS technique is a technique that encourages individual participation through three stages of learning process; thinking – pairing – and sharing. Moreover, this technique can be applied for all grade levels and class sizes.

2.7. Think-Pair-Share Technique in Teaching Reading

In this sub-chapter, the researcher explains about Think Pair Share (TPS) technique in teaching reading and the previous researches of the implementation of TPS technique in teaching reading.

Theoretically, according to Nuttall (1985) reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. It relates to one of the steps in TPS technique, which is in the first step (Think – The

students think about the problem for amount of time). As we know, in this step students have to think individually about the problems or questions given by the teacher for amount of time. Those questions can be the clues for the students to find the main idea or supporting details of the given material.

In addition, according to Suparman (2012) there are five reading aspects which help the students to comprehend the English text well, they are: main idea, specific information, references, inferences, and vocabulary. By comprehending the reading text, the students will recognize the purpose and the important points of the text besides understanding the surface meaning of the text. In order to improve students' achievement in reading comprehension, teacher should be able to find a suitable technique in teaching reading. The researcher assumes that Think Pair Share technique can be implemented to improve students' reading comprehension because this technique has meaningful activity for the students.

Besides, empirically, there are some researchers who conducted the research and found out the problems that the students face during the implementation of TPS technique and the difference on students' reading comprehension after they are taught through TPS technique.

Palupi (2013) proves that TPS technique is beneficial to improve students' reading comprehension and to find out the problems faced by the students during the implementation of the technique. She conducted her research in SMPN 8 Bandarlampung. She tried to investigate whether there is significant difference of students' reading comprehension achievement after being taught through TPS technique and to find out the problems that the students face during the implementation of TPS. The result of her research proved that there is a significant difference of students' achievement in reading comprehension before and after being taught through TPS technique. In addition, she also explained that

there are three main problems that faced by the students during the implementation of this technique, those are: finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in the pairing process, and focusing in the lesson by being cooperative in every steps of this technique. However, she also stated that 'inference' is the aspect that has the highest improvement after the implementation of TPS technique. Thus, teachers can consider TPS technique to improve students' reading comprehension achievement.

The other researcher who proves that TPS technique is effective to improve students' reading comprehension is Faradiswita (2012). She conducted her research at MTsN 1 Tanjung Karang. She investigated the students' problem in learning narrative reading text by using Think-Pair-Share technique. In this research she used one group pre-test and post test design. There were two classes used as the try out class and experimental class. The data analysis on students' pre-test and post test scores reveal that the students performed better than in the pre-test. Their behavior in both test are also found to be consistent. Moreover, in her research she found out that there was an increase of the number of the students who responded correctly for each of reading aspects after being taught through TPS technique. The largest aspect was in the term of main idea, i.e. 30%. In short, she stated that Think Pair Share technique is worth applying in the teaching learning of English reading comprehension ability.

Meanwhile, Ofodu and Lawal (2011) also prove that TPS technique can improve students' reading comprehension. The researchers tried to investigate the comparative effects of Think-Pair-Share method (TPSM) and Reciprocal Teaching Method (RTM) on students' performance level. They conducted the research in Ekiti State, Nigeria. The sample of this research was 144 junior secondary school III students from three schools in Ado-Ekiti, Aramoko-Ekiti,

and Ikere-Ekiti Local Government areas in order to eliminate interaction effect among the students. Therefore, 96 students were sampled for experimental group and 48 students were sampled for the control group. They found that there was a significant effect of TPSM and RTM on reading comprehension. Thus, it was concluded that these methods were superior to the conventional method and should be used in classroom activities.

Based on the explanation about the implementation of TPS technique in increasing students' reading comprehension, the researcher assumed that the TPS technique could be used as the technique in teaching reading. Therefore, in this research, the researcher used TPS technique in teaching reading.

2.8. Procedure of Think-Pair-Share Technique in Teaching Reading

In the implementation of Think-Pair-Share (TPS) technique in teaching reading, some steps have to be followed. The researcher explains the procedure of TPS technique in teaching reading based on Cooper and Kagan.

According to Cooper (1988:280), there are five steps of Think Pair Share technique:

1. *Explain strategy to the students*. Before beginning the lesson, the teacher explains the Think Pair Share technique: students will have partners with whom they will exchange ideas during the lesson, whenever the teacher signals them to do.

2. *Form partnership*. The teacher forms partnership, using a simple pairing scheme, for example having students count off in duplicate 1,1:2,2;3,3;4,4 and so on. If necessary the last group may be a three or the teacher may take partner.

3. *Pose questions; direct to 'think'*. At appropriate points, during the lesson, the teacher poses a question and calls for a short 'think time', perhaps ten seconds or more, depending on the nature of the questions. During this think time students must remain silent, forming their own answer.

4. *Signal 'share'*. At a signal, usually just a word 'share' or the sounding of the timer's bell, students turn to their pairs and exchange answers, spending a minute to explain their thinking a resolve differences, if there any.

5. *Pair report*. At the end of 'share time', ask a pair (or a pair of pairs) to report. Depending on the lesson and the time available, discuss the item further, invite other pairs to comment, or simply move along to the next lesson segments.

Meanwhile, Kagan in Sugiarto and Sumarsono (2014), states that there are five steps in applying Think Pair Share technique:

1. Organizing students into pairs

   Think Pair Share technique is begun by dividing the students into pairs randomly.

2. Posing the topic or a question

   Next step is posing a topic or question to the students. The questions should be in the general forms.

3. Giving time for students to think

   The teacher should give the students several minutes to think about the answer of the questions. The students should use their critical thinking and analyze the question.

4. Asking students to discuss with their partner and share their thinking

   In this section, the students will share their own answer to their pairs. They will share their thinking and discuss each other opinion to find the best answer.

5. Calling on a few of students to share their ideas with the rest of the class

   The last step of this technique is calling some students to share their ideas in front of the class. Some students will give their answer and the rest of the class can give their opinion or questions.

Based on those procedures of Think Pair Share Technique in teaching reading, the researcher explained the way to implement TPS technique in teaching reading based on Kagan as follows:

Pre-teaching

1. Showing some pictures to the students and asking some oral questions related to the pictures, in order to see the students' background knowledge of what the teacher will be going to teach (ex: Have you ever heard the story of Snow White? Do you know what kind of text the story of Snow White is? Think about the vocabulary that you may find in 'Snow White' text!)

While teaching

2. Explaining about the narrative text to enhance students' understanding related to the aspects of reading

3. Giving instruction about how to implement the steps of TPS Technique

4. Organizing the students into some pairs

5. Distributing the text

6. Posing the topic or questions for the students (ex: Individually, please think about Cindelaras story, What do you know about Cindelaras? What is the message in the text?)

7. Giving the students a few moments to think and comprehend the text

8. Asking the students to share their ideas about the given text to their pair

9. Asking each pair to answer the questions in a piece of paper

10. Asking the students to mention the main idea of each paragraph in the given narrative text

"Read the text carefully! Then mention the main idea of each paragraph!"

11. Asking each pair of students to identify supporting details in the given narrative text

"Please read the text! Then answer the following questions!"

1. With whom did Bawang Putih live?

2. What did Bawang Putih do in the river?

3. Why the old woman gave her the pumpkin?

12. Asking the students to infer certain information from the given narrative text

"Please read the first paragraph! Then answer the following question!"

What is the first paragraph talking about?

13. Asking the students to identify word reference in the given narrative text

"Please read the first paragraph carefully! Then answer the following question!"

The word 'her' in the first paragraph refers to?

14. Asking the students to find out the synonym or antonym word from the given narrative text

    1. Please find out antonym of these following words:

    a. gift   b. greedy

    2. *Break something violently into pieces*. This sentence has closest meaning with…

15. Monitoring students' activities in group

16. Calling on a few students to share their answers with the rest of the class. During this step the students are allowed to ask questions to complete the information they need in comprehending the whole story of the text.

17. Asking the students to do comprehension questions individually

Post Teaching

18. Discussing the students difficulties in understanding the materials

From the explanation above, there were some steps of Think Pair Share Technique that have to follow. The researcher would implement this lesson plan in teaching reading by implementing TPS Technique.

2.9. Advantages and Disadvantages of TPS Technique

There are some advantages and disadvantages in the implementation of TPS technique. The researcher will explain the advantages and disadvantages of TPS technique based on Allen in Palupi (2013).

According to Allen (Palupi, 2013) there are some advantages of TPS:

a. It provides students time to think or to prepare their own information into the discussion with their pair.

b. It allows both independent and collaborative learning.

c. It gives students chance to collaborate the refining definition.

d. It invites equal participation.

e. 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.

f. It invites students to share their understanding in both kinesthetic and visual

However, there are some disadvantages of TPS technique:

a. This technique spends much time when the process doesn't run well

b. The teacher cannot fully monitor each pair.

c. The information received by the students is limited.

From those explanations above, TPS technique has some advantages and disadvantages. However, we can see that this technique has more advantages than disadvantages which make the researcher assumed that this technique was beneficial to use in order to improve students' reading comprehension.

2.10. Theoretical Assumption

Reading is one of important skills that the students have to master. It is not only a process of seeing a written symbol. In reading, the readers have to comprehend the purpose of the text in order to get the whole information written in the text. However there are many students who are not able to comprehend their lesson and improve their reading comprehension achievement. It is teachers' responsibility to build students' motivation to learn and improve their reading skill. Therefore, teachers have to implement appropriate and interesting techniques in teaching reading. Think Pair Share is one of the techniques that can be used in order to improve students' reading comprehension and motivation because of these following points:

1. In Think Pair Share Technique students are given time to think about their own answers for the questions before the questions are answered by other students in class discussion. Here, the students will have a chance to share their idea, at least with one student. This activity will improve their sense of involvement in teaching and learning process.

2. Through Think Pair Share technique students will have better understanding about the content of the text because in the pairing and sharing processes the students will have a chance to complete each other's understanding about the text.

During the implementation of TPS technique in teaching reading narrative text, the researcher tries to find out the contraints / problems which might be encountered by the students. Since this technique is complex technique, where the students work not only individually buat also in pair. Perhaps the students will encounter difficulty in the thinking and pairing process because "finding the meaning of difficult words in thinking process, getting the idea of the text in the

pairing process, and focusing in the lesson are the main problems that the students faced during the implementation of TPS technique" (Palupi, 2013). As stated by Palupi, the researcher assumed that if the students encountered problems in the first process (thinking process), it will affect the next processes (pairing and sharing process). The judgement that "incorrect interpretation of the questions or requirement is one problem which interfered with comprehension and thinking" (Carss 2014), can also be the consideration during the implementation of Think Pair Share technique.

From those explanation above, the researcher believed that teaching reading comprehension through Think Pair Share technique gives good effect in the taeching – learning process. Thus, the students would be motivated in the learning process and this condition was expected to improve students' reading comprehension in narrative text. However, the consideration of students' constraints which might be appeared during the implementation of this technique was necessary.

2.11. Hypotheses

Based on the theories and assumption above, the researcher proposes two hypotheses in this research as follows:

1. There is a significant improvement in students' reading comprehension after they are taught through Think Pair Share technique.

2. The constraints that might be encountered by the students during the implementation of TPS technique are in the thinking and pairing process when the students should comprehend the text individually and discuss the problem with their pair.

This chapter has discussed certain points that are related to the theories used in this research. They are reading, aspects of reading, narrative texts, teaching reading, Think-Pair-Share (TPS) technique, Think-Pair-Share (TPS) technique in teaching reading, procedure of Think-Pair-Share (TPS) technique in teaching reading, advantages and disadvantages of Think-Pair-Share (TPS) technique, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses research design, population and sample, variables, research procedure, data collecting technique, research instrument, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

In this sub chapter, the researcher explains the research design that is used in this research.

This research was quantitative research. The aimed of this research was to find out whether there was possitive impact of using Think Pair Share technique on teaching reading comprehension. The design in this research was the one-group pretest-posttest design. It meant that in this research there were two tests which were pretest and posttest. The pretest would be given before the treatment and the posttest would be conducted after the treatment. The research design was presented as follows:

T1 X T2

T1   : Pre-test

T2   : Post-test

X   : Treatment (teaching reading using Think Pair Share technique)

(Hatch and Farhady in Setiyadi (2006:132))

Therefore, the research design that was used in this research was one group pre test post test design.

3.2. Population and Sample

In this sub chapter, the researcher explains the population and sample that are used in this research.

The population of this research was the second year students of SMAN 14 Bandarlampung academic year 2016/2017. There were nine classes in second grade of SMAN 14 Bandarlampung, six classes for students majoring in science and three others for students majoring in social. Each class consists of 32 – 35 students. For the sample of this research, the researcher took one class as the try out class and one class as the experimental class. The researcher did not use random sampling since it would disturb students' learning activity.

In a word, the population and sample that were used in this research were the second year students of SMAN 14 Bandarlampung. There were two classes that were used in this research, that were XI IPA 2 as try ot class and XI IPA 1 as experimental class.

3.3. Variables

In this sub chapter, the researcher would explain the variables in this research. Firstly, there is a definition of variable and lastly there are two kinds of variables in this research.

According to Setiyadi (2006:201) Variable is a character of a group of people, their behavior, or the variant environment of one individual to others. Besides, in order to assess the influence of the treatment in research, variables can be defined as dependent and independent variables. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Meanwhile, independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

1) Students' reading comprehension is as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.

2) Think Pair Share (TPS) technique is as independent variable (X) because this variable can influence or have effect to the dependent variable.

In a word, there were two variables in this research. They were students' reading comprehension as dependent variable (Y) and Think Pair Share (TPS) technique as independent variable (X).

3.4. Instruments

In order to obtain the data, the researcher applied two kinds of instruments, which were reading tests and observation sheet. The instruments will be described below.

3.4.1. Reading Tests

The researcher checked the students' reading comprehension achievement by giving pretest and posttest. The researcher used multiple choices in the tests because it was easy to score and it had four options in it which three of them might distract students' focus of the right answer. In order to find out whether the

test items were applicable or not, the researcher found out the validity, reliability, level of difficulty and discrimination power of the test as follow:

- **Validity**

The validity of the test is the extent to which it measures what it is supposed to measure. It means that the test should be measured every item that included in one aspect that would be measured.

According to Setiyadi (2006), there are five types of validity. They are *face validity* that concerns with the layout of the test; *content validity* that represents the materials to be included; *predictive validity* which concerns with measuring the success in the future, as in replacement test, *construct validity* that concerns in measuring specific characteristic in accordance with a theory of language learning and *concurrent validity*. Based on the types above, the researcher used content validity and construct validity because the other three are assumed to be less needed.

a. Content validity

Content validity is related with wether or not the content of the test is suffeciently representative and comprehensive for the test. To meet this validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setiyadi, 2006:22). This study used narrative text that is according to School Based Curriculum which supposed to be comprehended by the second grade of senior high school students.

b. Construct validity

Construct validity concerned with whether the test is actually in line with the theory of what it means to know the language. It means that the test measures

certain aspect based on the indicators. The researcher examined it by connecting the aspects that were measured with the theories of those aspects. In addition, in order to judge whether the construct validity was good or not the researcher also made a table of specification by modifying table of specification from Gassner, Mewald & Siggott (2007)

Table 3.1. Specification of Test Items for the Reading Comprehension

No	Reading Skills	Items Number	Percentage
1.	Determining main idea	1,6,11,16,17,24,31,32, 41, 42	20%
2.	Finding supporting detail	2,7,12,18,19,25,33,34, 43, 44	20%
3.	Reference	3,8,13,20,26,27,35,36, 45, 46	20%
4.	Inference	4,10,14,23,28,29,37,38, 47, 48	20%
5.	Vocabulary	5,9,15,21,22,30,39,40, 49, 50	20%
Total		50	100%

(Modified Reading specification from Gassner, Mewald & Siggott, 2007)

- **Reliability**

Shohamy (1985) states that reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test score are. It means that reliability is a necessary characteristic of any good test. It is like a measurement of accuracy, consistency and fairness of the scores from particular test.

Based on Arikunto (2006:170) to measure the coefficient of the reliability between odd and even number (reliability of half test), the researcher can use Pearson Product Moment in the following formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} = coefficient of reliability

N = the total number of students

x = odd number

y = even number

$\sum x^2$ = total score of odd number

$\sum y^2$ = total score of even number

$\sum xy$ = total score of odd and even number

After getting the reliability of half test, the researcher used Spearman Brown in Arikunto (2006: 180), to determine the reliability of the whole test, as follows:

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

Notes:

r_k = the reliability of the whole class

r_{xy} = the reliability of half test

The criteria of reliability are as follows:

$0.00 - 0.199$ = the reliability is very low

$0.20 - 0.399$ = the reliability is low

$0.40 - 0.599$ = the reliability is fair

$0.60 - 0.799$ = the reliability is high

$0.80 - 1.000$ = the reliability is very high

After the researcher analyzed the data, it was showed that the reliability of half test (r_{xy}) was 0.747 and the reliability of the whole test (r_k) was 0.855 (See Appendix. 10). Based on the criteria of reliability, it could be stated that the test had a very high reliability because the criteria range of the very high reliability

was (0.80 - 1.000). It could be assumed that this test was applicable.

- **Level of Difficulty**

Level of difficulty (LD) is used to see whether the test items are good or not. The test has to have an average score that is telling that the test is not too difficult and not too easy. The formula of the difficulty level based on Daryanto (2012:80-81) is as follows:

$$LD = U + L / N$$

Notes:

LD = level of difficulty

U = the number of students in upper class who answer correctly

L = the number of students in lower class who answer correctly

N = the total number of students

The criteria are as follows:

< 0.30 = difficult

0.30 – 0.70 = average

> 0.70 = easy

Based on the result of the try out, this try-out test consisted of 3 difficult items (5, 42 and 50); 38 average items (1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 32, 33, 35, 38, 39, 40, 41, 43, 44, 45, 47, 48, 49) and 9 easy items (4, 13, 18, 28, 31, 34, 36, 37, and 46)

(See Appendix 8)

- **Discrimination Power**

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. In determining the

discrimination power, the researcher uses the formula based on Daryanto (2012:186) as follows:

$$DP = \frac{U - L}{{}^1/_2\,N}$$

Notes:

DP   = discrimination power

U   = the number of students in upper group who answer correctly

L   = the number of students in lower group who answered correctly

N   = the total number of the students in upper and lower groups

The criteria are:

DP   = 0.00 – 0.19   = poor

DP   = 0.20 – 0.39   = satisfactory

DP   = 0.40 – 0.69   = good

DP   = 0.70 – 1.00   = excellent

DP   = negative / minus (-), all is poor

Based on the criteria above, there were 10 poor items (4, 5, 18, 28, 30, 31, 34, 36, 48, and 50); 21 satisfactory items (1, 2, 8, 9, 12, 14, 19, 20, 22, 23, 26, 27, 35, 37, 39, 40, 41, 42, 43, 45, and 46); and 19 good items (3, 6, 7, 10, 11, 13, 15, 16, 17, 21, 24, 25, 29, 32, 33, 38, 44, 47, and 49).

After analyzing the level of difficulty and the discrimination power, it was found that there were 40 items which could be administered for the pre-test and post-test. Meanwhile, there were 10 items that considered as poor items because the criteria of the discrimination power were less than 0.20. However, the researcher only administered 35 items for the pre-test and post-test because their criteria of discrimination power were only 0.235 and the english teacher also suggested to drop those items for the pre-test and the post-test (See Appendix 11).

3.4.2. Observation sheet

In this research, classroom observation sheet was used to figure out what problems that the students face during the implementation of TPS technique. According to Harrington, Birman, and Sherman in Wortham (2005) observation can be used for three major purposes: (1) to understand children' behaviour, (2) to evaluate children' development, (3) to evaluate learning process. Thus, the researcher observed the learning process by using Think Pair Share technique. Meanwhile, in this research the researcher used observation sheet which was adapted from Wajnryb in Ur (1991: 323). To find out the validity and the reliability of the observation, the researcher will explain as follow:

- **Validity**

Observation sheet was created based on the procedures of teaching reading using Think Pair Share techniqu which had been described in the previous chapter; as, this instrument was used to find out students' constraints during the implementation of Think Pair Share technique. The researcher used the three-phase of teaching reading (Alyousef in Tanum, 2014) namely pre-, while, and post-reading. Therefore, each number of activities in observation sheet was developed derived from the steps.

Table 3.2. Specification of Observation Check List

No	Procedures of Teaching Reading	Item Numbers	Total Items
1	Pre Reading	1, 2, 3, 4, 5,	5
2	While Reading	6	1
3	Post Reading	7,8,9,10,11,12,	6
Total			12

- **Reliability**

In order to obtain the reliability of this observation sheet, the researcher did participant observation. Based on Kawulich (2005), participant observation is the process that enables the researcher to learn about the activities of the people under the study in the natural setting through observing and participating in those activities.

During the treatment, the researcher did the observation sheet by herself. The researcher conducted the treatment for the students by following the teaching procedures and observed the students' activities. Hence, it can be concluded that participant observation made the researcher involved in the process of observing while she was teaching.

3.5. Data Collecting Technique

In collecting appropriate data, the researcher applied two methods for answering the research questions of this research as follows:

1) Test

   Test here refers to pre-test and post test.

2) Observation

   The researcher observed the students' constraints during the implementation of TPS technique by using observation sheet.

3.6. Research Procedure

In this sub chapter, the researcher explains the research procedure in this research. There were two steps in research procedure. They were planning and application.

3.6.1. Planning

Before doing the research, the researcher arranged some plans to make the research run well. The procedure of making planning could be seen as follows:

a. Finding out some theories and concepts

The researcher looked for some theories about reading, aspects of reading, techniques in reading, and Think Pair Share technique in teaching reading.

b. Determining the subjects

This research was conducted to students of grade XI of SMAN 14 Bandarlampung academic year 2016/2017. There were nine classes that divided into two classifications; science and social. Each class consists of 32 − 35 students.

c. Finding and selecting the material

During this stage, the researcher was trying to find texts which were suitable to be material for teaching reading. The materials of this research were based on the English Curriculum of 2006 for second grade of senior high school.

d. Preparing the try out

The researcher prepared a kind of test that was called try out test which was given to the students. It used an objective test in form of 50 items in 80 minutes. This test was conducted in order to find out the validity, reliability, level of difficulty and discrimination power.

e. Preparing the Pre test

After conducting the try out, the researcher prepared a kind of test that was called pre test which was given to the students. The same items in try out test were given in pre test. This test was done in order to check the students' reading comprehension before treatment was given.

f. Preparing the lesson plan

The researcher prepared the materials that would be taught to the students. The materials related to curriculum-based competency, for second year, in the first

semester. The researcher prepared the lesson plan in order to make the limitation and to find out what material that needed in the teaching process.

g. Preparing post test

After giving treatments, the researcher conducted posttest in order to find out whether there was any difference in students' comprehension or not.

h. Preparing Observation sheet

In order to find out about the implantation of TPS technique in teaching reading the researcher made an observation sheet.

3.6.2. Application

After arranging the plan, the researcher applied the research procedure that had some steps as follows:

a. In the first meeting, the researcher conducted the try-out in try out class. The researcher administered the test papers to the students and asked them to answer all the questions.

b. In the second meeting, the researcher conducted the pretest in experimental class. The researcher administered the test papers to the students and asked them to do their test. The pretest was administered in order to identify students' reading comprehension achievement before the implementation of the technique in the treatment. The pretest was conducted on October 27th, 2016 in the experimental class (XI IPA 1). There were 35 items of reading test with four options (a, b, c, or d), Time allocation was 50 minutes. From the result of the pretest, it was found the total 2011; the mean is 62.8; the highest score is 85 and the lowest score is 37 (See Appendix. 12)

c. After giving pretest, the researcher gave two times of treatments in experimental class. The treatments were done in order to help the students in comprehending narrative text easily through the three-step of TPS technique.

The treatments were conducted on October 29th and November 3rd 2016 at SMAN 14 Bandarlampung.

d. In the last meeting, the researcher conducted post test in order to find out the significant improvement of students' reading comprehension after they are taught through TPS technique. The researcher administered the posttest on November 5th, 2016 in class XI IPA 1 of SMAN 14 Bandarlampung. The number of the items was 35 items in the form of multiple choices which contained four options of answer for each question (A, B, C, and D). The time allocation was 50 minutes. From the result of the pretest, it was found the total 2477; the mean is 77.4; the highest score is 94 and the lowest score is 57 (See Appendix. 12).

e. In this step, the researcher analyzed the data from the tests and observation sheet.

In short, from the explanation above, there were two steps of research procedure in this research. They were planning steps to prepare the research and application steps to conduct the research.

3.7. Data Analysis

After collecting the data, the result from instruments of the research was analyzed by a number of procedures. The data analysis was analyzed based on each kind of instruments below.

3.7.1. Data Analysis from the test

1) Scoring the pretest and post test

The formula according to Lyman (as cited in Muthiah, 2013:36) is as follows:

$$X\%C = 100 \, \frac{R}{T}$$

Notes:

X%C   = percentage of correct score

R   = the total of the right answer

T   = the total number of items

2) Tabulating the result of the test and finding the mean of the pretest and the post test. Based on Arikunto (2006:272), the mean is calculated by applying the following formula:

$$\overline{X} = \frac{\sum x}{N}$$

Notes:

$\overline{X}$ = mean

$\sum x$ = the total number of the students' score

N = number of students

3) In order to find out whether there is difference between mean from pretest and post-test, this research applies Repeated Measure t-test which used to compare mean from pre-test and post-test. According to Sugiyono (2011:197) the formula is presented as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2} - 2r\left(\dfrac{s_1}{\sqrt{n_1}}\right)\left(\dfrac{s_2}{\sqrt{n_2}}\right)}}$$

Notes:

$\overline{X}_1$ = the average score of pre test

$\overline{X}_2$ = the average score of post test

s_1 = standard deviation of pre test

s_2 = standard deviation of post test

n_1 = number of students of pre test

n_2 = number of students of post test

r = correlation between two samples

4) Drawing conclusion from the tabulated results of the test given by comparing the means of the pretest and the post test. According to Hatch and Farhady in Muthiah (2013:37), in order to find out whether the students get any progress, the formula is as follows:

$$I = \overline{X_2} - \overline{X_1}$$

Notes:

I = the improvement of students' reading comprehension achievement

$\overline{X_2}$ = the average score of post test

$\overline{X_1}$ = the average score of pre test

5) *Descriptive Statistics* formula is used to determine scores of reading comprehension aspects. This formulation is already in SPSS Version 21.

3.7.2. Data Analysis from Observation

This study analyzes the observation sheet which was adapted from Ruth Wajnryb in Penny Ur, (1991: 323). The analysis of sources would be explained through some stages as follows:

1. Reading and analyzing the observation sheet
2. Interpreting the data which focuses on the students' problems during the implementation of TPS technique

3.8. Data Treatment

To find out the improvement of students' reading comprehension achievement after they are taught through Think Pair Share (TPS) Technique, the researcher used statistical to analyze the data using the statistical computation i.e. repeated measures T – Test of SPSS version 21.

Based on Setiyadi (2006:168-169), using Repeated Measures t-test for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data is distributed normally.

Therefore, the researcher used this following procedure to treat the data:

- **Normality Test**

This normality test would be used to measure whether the data from students score is normally distributed or not. Here, the researcher used SPSS 21 to analyze the data. Thus, the hypothesis for the normality test is as follows:

H_0 : the data do not distributed normally

H_1 : the data is distributed normally

The data of this research were tested by using *One-sample Kolmogorov-Smirnov Formula* (SPSS 21.0 for Windows) to test normality of the data. The data would be accepted as a normal distribution if the result of the normality test is higher than 0.05 (sign>α). In this case, the researcher used the level of significance at 0.05. The result of normality test of pretest was 0.895 (See Appendix 15). From the result, it could be concluded that the data were normal since Sig > α (0.895 > 0.05). The result of normality test of posttest was 0.627 (See Appendix 15). From

the result, it could be concluded that the data were normal since Sig > α (0.627 >0.05).

3.9. Hypotheses Testing

The Hypothesis Testing is used to prove whether the hypotheses propose in this research accepted or not.

1. The hypothesis was analyzed by using Repeated Measure T-test. The hypothesis was also statistically tested by using statistical computerization (SPSS 21), in which the significance is determined by $p<0.05$. Thus, based on Setiyadi (2006) the hypotheses that can be cited are as follows:

H_0: There was no significant difference of the students' reading comprehension after they are taught through TPS technique. The criteria H_0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1: There was a significant difference of the students' reading comprehension after they are taught through TPS technique. The criteria H_1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

2. The researcher did not test the hypothesis number two; because this research question belongs to qualitative research. Thus, in order to answer the second research question about students' constraints during the implementation of TPS technique, the researcher would explain the result descriptively.

This chapter has discussed certain points that are related to the methods of research. They are research design, population and sample, variables, instruments, data collecting technique, research procedure, data analysis, data treatment, and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This chapter concerns with the conclusions that are based on the research's results and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to implement Think-Pair-Share Technique in teaching reading.

5.1. Conclusion

In line with the results of the data analysis and discussion, the writer comes to these following conclusions:

1. The implementation of TPS technique could improve students' reading ability especially in comprehending narrative text. It could be seen from the gain of students' reading mean score in the pretest and the posttest (62.8 to 77.4); and in all aspects of reading comprehension especially in vocabulary aspect.

2. Think Pair Share technique could work differently for different group. This technique give better effect for the low achievieng group because this technique allows the students to work in group and complete their understanding about the text.

3. The students' constraints during the implementation of this technique could be their vocabulary problem and their problem in interpreting the idea of the text.

5.2. Suggestion

Regarding to the conclusion above, the researcher would like to propose some suggestions as follows:

1. Suggestions for teachers

   a. English teachers are suggested to implement Think Pair Share technique as an alternative technique in teaching narrative reading text since it can help the students in comprehending the text easier.

   b. In this research, it was found that determining main idea had the lowest improvement. Therefore, in the beginning of the class the teacher should clearly states the purpose of reading the text and decides the focus information in the text..

   c. In teaching reading through TPS technique, the teachers should be able to fully monitor the class during the pairing and sharing session in order to make the group discussion still in line with the material.

2. Suggestions for further researcher

   a. Further research might implement this technique in investigation of speaking ability, since Think-Pair-Share Technique can provide a specific purpose about a topic and it seems practical in speaking field.

b. This research conducted TPS technique in the senior high school. Thus, the further researcher can conduct this technique for different levels of students; i.e. for university level.

c. In this research, researcher applied observation sheet in order to see students' contraints during the implementation of TPS technique. Thus, for further research it is suggested to add another method in data collection, for example, by researcher triangulation. In order to obtain the data from the observation sheet, it could be done by some people (other researcher or English teacher). Through researcher triangulation the better result will be investigated since it will not only measure from one perspective.

Briefly, those are the conclusions of the research findings and suggestions for English teachers who want to implement TPS Technique in teaching reading and for further researchers who want to investigate the research about this technique.

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