

ABSTRACT

THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION OF REPORT TEXT AT THE SECOND YEAR OF SMA N 1 TANJUNG RAYA MESUJI

By

Puji Supriyani

It is generally acknowledged that the students' reading comprehension is still low. There were many factors that influenced students' problems in comprehending the reading text, e.g. the use of teaching strategy. The implementation of Think Pair Share (TPS) technique in teaching reading comprehension of report texts is believed to have contributed to improve students' reading comprehension achievement in reading skill.

The aim of the research was to find out whether there is a statistically significant difference of the students' reading comprehension achievement of report text after the students were taught through Think Pair Share technique. The subjects of the research were the students of the second year students of SMAN 1 Tanjung Raya, Mesuji in the academic the year 2017/2018. The class consisted of 30 students. One group pre-test and post-test design was applied in this research. The data were analyzed by using Repeated Measure t-test and was also statistically tested by using statistical computerization (SPSS 17.0).

The result of the research showed that the difference of the students' mean score between the pre-test and the post-test was statistically significant with significant level $p < 0.05$ ($p=0.000$). The vocabulary indicated the highest increase of five reading comprehension aspects. In addition, the students had positive perception of teaching technique. This suggests that TPS technique can be used as an alternative technique to improve reading comprehension achievement.