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

(A Script)

By:

Puji Supriyani

FACULTY OF TEACHER AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

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 (SPPS 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 adittion, the students had positive perseption of teaching tehnique. This suggests that TPS technique can be used as an alternative technique to improve reading comprehension achievement.

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

By:

Puji Supriyani

A Script
Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

in
The Language and Arts Department of
Teacher Training and Education Faculty

FACULTY OF TEACHER AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

RESEARCH TITLE : **THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION OF REPORT TEXT AT THE SECOND YEAR OF SMAN 1 TANJUNG RAYA MESUJI**

Student's Name : **Puji Supriyani**

Student's Number : **1213042059**

Department : **Language and Art Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor 1   Co-Advisor

Drs. Sudirman, M. Pd.   **Mahpul, M.A., Ph.D.**
NIP 19550712 198603 1 003   NIP 19650706 1994031 002

The Chairperson of
The Department of Language and Arts Education

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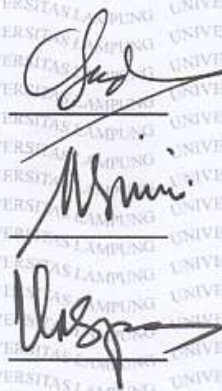NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

   Chairperson : **Drs. Sudirman, M. Pd.**

   Examiner : **Dr. Ari Nurweni, M.A.**
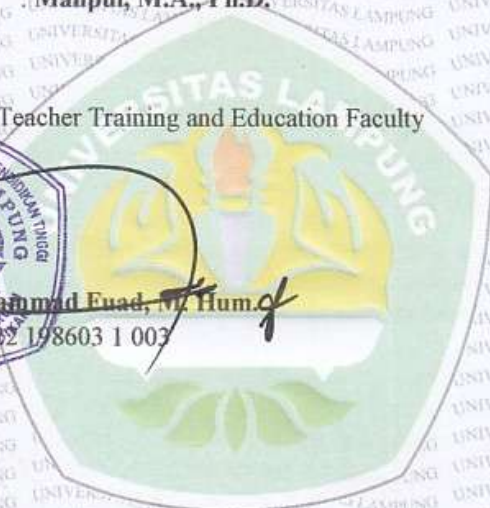
   Secretary : **Mahpul, M.A., Ph.D.**

2. The Dean of Teacher Training and Education Faculty

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

   Graduated on: October 12th, 2017

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini

Nama : Puji Supriyani

NPM : 1213042059

Judul skripsi : The Use of Think Pair Share (TPS) Technique to Improve Students' Reading Comprehension of Report Text at the Second Year of SMAN 1 Tanjung Raya Mesuji

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini saya menyatakan bahwa :

1. Karya tulis ini bukan saduran/terjemah, murni gagasan, rumusan, dan pelaksanaan penelitian/implementasi saya sendiri tanpa bantuan pihak manapun, kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset.
2. Dalam karya tulis ini terdapat karya atau pendapat yang teah di tulis atau di publikasikan orang lain, kecuali secara tertulis di cantumkan sebagai acuan dalam naskah dengan disebut nama pengarang dan dicantumkan dalam daftar pustaka.
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran danlam penyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, Oktober 2017
Yang membuat pernyataan,

Puji Supriyani
NPM 1213042059

CURRICULUM VITAE

The writer's name is Puji Supriyani. She was born in Mesuji on January 27th, 1994. She is the first child of a lovely couple, Surono and Fathonah.

She graduated from Kindergarten of TK Pertiwi Muara Tenang in 2000. Then, she continued her study at Elementary School (SD N 1 Muara Tenang) in 2000 and graduated in 2006. In the same year, she continued her study at Junior High School (SMP N 1 Tanjung Raya). After graduating from junior high school in 2009, she continued to senior high school (SMAN 1 Tanjung Raya) and graduated in 2012.

She enrolled her study at Lampung University majoring in English Education in 2012. She was registered as a student of English Education Study Program of Lampung University through PMPAP in 2012. In 2016, the researcher did Teaching Practice (PPL) at SMAN 1 Pulaupanggung from July 18th, 2015 to August 23rd, 2015. The researcher did her research in SMAN 1 Tanjung Raya Mesuji from January 12th, 2017 to February 1st, 2017.

DEDICATIONS

This ingraduate script entirely dedicated to:

My beloved parents: Surono and Fathonah

My beloved sisters: Laily May Sharoh and Elsa Salsa Billa

My beloved brother: Noval Kurnia Ramadhani

My almamater, Lampung University.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا   إِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily, with the hardship, there is relief. Verily, with the hardship, there is

relief. (Quran; 94: 5-6)

ACKNOWLEDGEMENT

In the name of Allah, the beneficent and merciful. All praise is merely to The Mightiest Allah SWT, the lord of the world, for the gracious mercy and tremendous blessing that enable the writer to accomplish this script entitled "The Use of Think Pair Share (TPS) Technique to Improve Students' Reading Comprehension in Report Text at The Second Years of SMA N 1 Tanjung Raya, Mesuji". This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Teacher Training and Education Faculty, University of Lampung.

Gratitude and honor are addressed to all people who have helped and supported the writer to complete this research. It is necessary to be known that this research will never have come into its existence without any support, encouragements, and assistances by several outstanding people and institution. Therefore, the writer would like to acknowledge her respect and sincere gratitude to:

1. Drs. Sudirman, M. Pd., as the first advisor, for his willingness to give assistance, ideas, encouragement, and cientific knowledge within this time during this script writing process.

2. Mahpul, M.A., Ph.D**.,** as the second advisor, who has contributed and given his   evaluation, comments, a n d suggestion during the completion of this cript.

3. Dr. Ari Nurweni, M.A., as the examiner and also as the head of English Education Study Program., for her encouragement and contribution during the

seminar until this script is finished.

4. All Lecturers of English Education Study Program who have given great contribution in broadening and deepening my knowledge during my study, and to all staff and members of Language and Arts Department.

6. Dr. H. Muhammad Fuad, M. Hum. as the Dean of Teachers Training and Educational Faculty.

7. Drs. Mulyanto Widodo, M.Pd. as the Chairperson of Language and Arts Educational Department.

8. Slamet Setyorini, S. Pd. as the English teacher of SMA N 1 Tanjung Raya, Mesuji who has given the full support for this research.

9. All students of SMAN 1 Tanjung Raya, Mesuji, especially classes XI IPS 2 and XI IPS 3 for their nice cooperation during the research.

10. My beloved parents, Surono and Fathonah. Thank you for your pray, support, patience, and willingness to wait for my graduation.

11. My lovely sisters and brother Laily May Sharoh, Elsa Salsa Billa, and Noval Kurnia Ramadhani thank you for praying and supports given to keep my spirit alive.

12. My beloved sisters from another mother, Yuli Setiowati, Nurfitriyana Irawati, Sapta Deni Pangulat Sari, who always give support, care, and love.

13. My "Keluarga Papilaya", Anggi, Dian, Nova, Lia, Desi, Ifa, Upi, who always give me support and laughter. Thank you for the happiness, love and beautiful memories that we have made together.

14. My beloved friends in English Department'12, thanks for the friendship and keep on struggle, and especially my splendid fellows, Meita Rahmawati,

Renata Sari, Rahmayuni Wulandari, Yona May Rahayu, Ning Setiawati, Ayu Meriza, Kurnelia Mustika Dewi, Felicia Gabriela Wulandari Saragih, Nuri Fatmawati, Lydia Amalia, Revi Nurhidayah, Caesar Astri P, and Andika Agnes Tria Sena, who always give support, pray, and patience.

15. My PPL's friends at SMA N 1 Pulaupanggung: Andika Primartati, Antika, Tia, Anggi, Septa, Reni, Nina, Oci, and Wanda thank you for keeping togetherness and friendship.

Finally, yet importantly, the writer realizes that this script still have some weakness and mistakes. Thus, comments, critiques, and suggestion are always welcomed for the purpose of better research. Hopefully, this script can give benefit to the readers or those who want to carry out further research.

Bandar Lampung, Oktober 2017
The Writer

Puji Supriyani

TABLE OF CONTENTS

Pages

LIST OF TABLES

LIST OF GRAPH

Graph   **Page**

I. INTRODUCTION

This chapter is connected with the topic of the research that was explained. It also includes background of the problem, research question, objectives, uses, scope, and definition of the terms which are explained and clarified as the following.

1.1. Background of the Problem

Reading is one of language skills. Reading is very important ability students need to acquire. The aim of reading is to get the knowledge and information. For instance, someone who wants to know about Komodo Dragon: where it lives, how about Komodos' body, and so on. To gain the answer, one of many ways people can do by reading the books or articles that answer those questions.

Reading is the process of constructing meaning from written texts, meanwhile reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather the meaning from the printed page. Most educators agree that the major purpose of reading should be the constructions of meaning comprehending and actively responding to what is read. Relating to the aim of reading, Cristina and Mary (1976) states that by reading, students can find information that they need with the specific information, especially English text book. Reading helps the readers to get what they want to know. In addition, by reading we are learning much about the meaning of culture, practice and forms of

culture. Then, we are passing along the bridge toward a new knowledge, life, and livelihood. In short, reading is important for the people to develop themselves and make their future much better, in the curriculum 1994 it is stated that there are four skills: listening, speaking, reading, and writing. The main emphasis is reading skills, because it is believed that acquisition of reading in a second language or foreign language is the main priority (Department of Education, Curriculum 1994, GBPP High School).

According to the English teacher at SMAN Tanjung Raya, Mesuji, most of the students at the second year still have problems in reading a book, an article, or passage in English. Some of the students think that English is not easy to learn, especially in report texts. It relates to some factors, one of them is a lack of an interesting technique or a lack of media to make the students understand the material easily.

Based on the researcher's pre-observation, in SMAN 1 Tanjung Raya, Mesuji, the researcher found out that the scores of the students from reading comprehension test were lower than the minimum mastery criterion (KKM) of that school which requires the students' standar score, that is, 70. It was caused by some problems such as the technique of teaching. The students tend to be passive in reading class if the technique is dominated by the teacher. It is necessary for an English teacher

to make reading materials more interesting and motivating especially in report texts so that the students can progress in reading.

To overcome the problems above, the researcher assumed that there should be some suitable technique in teaching reading in order to motivate the students to read all the texts so they can get the information fully. There are many ways and techniques to increase the students' reading ability. One of them is by using think pair TPS technique. In fact teaching reading by using TPS is not a new issue in English.

TPS technique has been applied in many studies. It is one of techniques in cooperative learning. It was developed by Lyman (1985) at the University of Maryland. It is an effective way to change the discourse pattern in the classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving the students more time to think individually give response and help each other (Arends, 2009 : 370).

In this research, TPS technique was used to improve the students' ability in reading comprehension of report texts. This research was carried out at SMAN 1 Tanjung Raya Mesuji.

Reading text has some text types, for example analytical exposition, anecdote, descriptive, narrative, procedure, news items, report, recount, and etc. In this research the writer improved the students' reading comprehension of report texts. Report Text is a kind of text that is taught to students in the level of senior high school to meet the objectives of teaching reading. Based on the School Based Curriculum (2006), the standard competence of reading comprehension demands the students to understand the meaning of functional written text and very simple short essay in narrative, descriptive, and report in the context of daily life to access knowledge. The basic competence (School based curriculum, 2006) also demands the students to be able to respond the meaning and theoretical steps of simple essays in the form of narrative, descriptive, and report text accurately, fluently, and acceptably related to daily life context to access the knowledge. In addition, report text has significant material in developing students' knowledge through the information accessed, so that the students can meet the objectives of teaching reading in senior high school.

1.2. Research Question

Based on the explanation of the background above, the researcher formulated the problem as follows: Is there a statistically significant difference of students' reading comprehension achievement after the implementation of Think Pair Share

technique in teaching reading report texts at the second year students of SMAN 1

Tanjung Raya Mesuji?

1.3. Objectives

In relation to the formulation of the problems above, the objectives of the research

are to find out whether there was a statistically significant difference of students'

reading comprehension achievement after the implementation of Think Pair Share

technique in teaching reading report texts.

1.4. Uses

The research hopefully contributes both theoretical and practical considerations.

1. Theoretically, the result of this research can support the previous theories
   related to the research on teaching reading comprehension.
2. Practically, the result provided information regarding both strengths and
   the weaknesses of teaching reading through TPS technique.

1.5. Scope

This research was a quantitative research. This study was conducted at the second

year students of SMAN 1 Tanjung Raya, Mesuji of 2016/2017 academic years.

The research was interested to investigate students' reading comprehension taught

by using Think Pair Share (TPS) technique to improve students' reading

comprehension in report texts. One class was chosen as a try out class, and the

other class was selected as the treatment class. The material was taken from the

students' textbook according to the 2006 curriculum.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provided some definition of terms related to the research. These are some terms which are related to the research:

a. Reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skill, cognitive skill, and the knowledge of the word (Nuttall, 1984: 14).

b. Reading comprehension is extracting the required information from the text as efficiently as possible (Grellet, 1981).

c. Think pair share is a technique that can be used in any content area before, during and after a lesson. The activity involves three basic steps, they are thinking, pairing, and sharing (Lyman, 1981).

d. Report text is a kind of texts which describes the general characteristic from certain things; living or nonliving things (Depdiknas, 2005). This text is different from descriptive text which explains certain thing specifically and without generalization.

These are the explanation about background, research questions, objectives, uses, scope, and definition of terms. The explanation will be used as the main problem why the researcher conducts the research.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as the review of previous research, review of related literatures, procedures of teaching reading through TPS technique, and advantages and disadvantages of using TPS technique in teaching report text.

2.1. Review of Previous Researches

Previous studies dealing with the implementation of TPS for reading. The first research is conducted by Haryanti in 2010 that is used TPS technique in teaching reading at SMPN 1 Bandar Sribawono. She did the research to find out how Think Pair Share (TPS) technique affected in teaching reading comprehension and to find out whether this technique can affect the students' reading comprehension achievement or not. She found that the mean score of pre-test and post-test result in the experimental class, it could be stated that the students' results decreased after the treatments. She showed that the mean score of pre-test was 65.73 and the mean score of post-test was 65.47 and the decrease was 0.926. Meanwhile in control class those thought through discussion in the control class, the mean of pre-test and post-test decrease from 60.27 down to 59.93 and the decrease were 0.909. The significant differences of the two means were measured by using the t-test formula. It means that there was no significant increase in students' reading comprehension after being though using discussion in the control class.

Fardiaswita (2012) also did the research about the implementation of Think Pair Share technique. The object of this research was MTsN I Tanjung Karang. The objective of the research was to investigate the students' problem in learning narrative reading text by using Think Pair Share technique. The research design used in this study was one group pre-test and post-test design. There were two classes used as a tryout class and an experimental class. The result showed that students performed better in the post-test. Their behavior in both tests also is founded to be consistent paired sample t-test indicates significant increase of students' reading comprehension achievement after the application of TPS technique. The result of research showed TPS technique is worth applying in teaching learning of English reading comprehension ability, particularly at the second grade of MTsN I Tanjung Karang.

Another piece of research investigated by Sari (2010). She investigated whether there is a significant difference of students' reading achievement who are taught though Think Pair Share (TPS) technique and those who are taught though conventional technique. The subject of her research was SMAN 1 Natar. He used one class as experimental class and the other as control class. She made an experiment using TPS technique to investigate whether it can be used to increase students' reading comprehension.

Based on the previous research, it can be said that there is one issue that has not been solved, that is the problem that the students face while in the processing of the application of TPS technique but there are two researches have significant

increase of the student score in reading comprehension achievement after the implementation of TPS Technique. Beside that, this research also identified the significant difference of the implementation of TPS technique. Therefore, this research would be carried out to deal with that issue.

2.2. Review of Related Literature

This part presents related theories of the concern of the research, such as: reading concept of reading comprehension, concept of reading aspect, concept of report text, and concept of Think Pair Share (TPS) technique.

2.2.1. Concept of Reading Comprehension

There are many theories about reading comprehension. Reading can be said as the window of knowledge in which people are able to know many information that they cannot get completely from other skills such as listening, speaking, and writing. In other words, someone will get knowledge or information through speaking with others and listening to the radio or television; however, the amount of the information will not be as perfect as when she or he does reading. In reading, the reader will get the knowledge and information about the problem faced by the people or something they have known before such as when someone reads a news she or he will find the reason, example, explanation, comments, notes, and summary of the news.

According to Nuttal (1982), reading is the process of the interaction between language perception and the readers' language skill, cognitive skill, and the

knowledge of the words. In the consideration, reading is as an active process and connectivity between the reader and the information restricted on the text. Nuttal states that an authentic reason for reading is to get something from the writing: facts, ideas, enjoyments, even, feeling of family community. The important of reading is not only in what we get from the text but also the process itself. When the reader feel enjoy with they do, they certainly get the point of it.

Mchother (1986: 212) states that reading is a way of taking new ideas and identifying information to be learned. It means that, when someone is reading a text, he or she may find new things that he has known yet. He may also find information that will help him or her learn something; in this case, his knowledge will certainly be better than before.

According to (Simanjuntak), the first point to be made about reading process is reading comprehension. Dallman (1982: 23) states that reading is more than knowing what each letter of alphabets stands for, reading involves more than words recognition; that comprehension is essential of reading, that without comprehension no reading take place.

Meanwhile, comprehension can be said as a crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding, which is comprehension. Simanjuntak (1988:4) said that the first point to be made about

reading process is comprehension and the meaning is basic element of comprehension. It implies that comprehending the text is an interactive process between the readers' background knowledge and the text itself. From the explanation above, the researcher concluded that reading comprehension is a process that occurs in reading activity. The measurement of reading comprehension is when the students can understand, interpret, and answer the questions of the text given.

2.2.2. Concept of Reading Aspects

According to Nuttal (1985), there are five reading skills that should be mastered by the reader to comprehend the English text well, they are:

1. Main idea

   The main idea is the most important piece of information the author wants you to know about the concept of the paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words (Kelly, 2004).

2. Specific information

   Specific information or supporting sentence develops the topic sentence by giving definitions, examples, facts, an incidents, comparisons, analogies, causes, and effect statistics and quotations.

3. References

References are words or phrases used either before or after reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. So, they are indicated the readers about the meaning of words that will be found elsewhere in the text.

4. Inferences

Inferences refer to the unknown words or phrases that can be identified by predicting or guessing. The reader may predict something unknown based on available facts and information in the text. The reader may be able to make an interpretation of a passage in order to give them the rough idea. The reader should use their ability in identifying the inference by using their knowledge that they have got. Therefore, it will be easier for them to answer the inferences' question.

5. Vocabulary

Vocabulary is the stock of words use by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to produce something both orally and written. In reading, the reader can easily understand the story about if the reader is rich in vocabulary.

2.2.3. Concept of Think Pair Share (TPS) technique

Think Pair Share (TPS) is a technique that might support the teacher in teaching learning process. Four skills that should be mastered by the students in English can be covered to TPS procedure. It helps the student who likes working in 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. So, it can be concluded that TPS technique is one of Active Learning technique involving, pairs, and group of students that reflects the five elements of Active Learning in order to increase students' reading comprehension.

Think Pair Share (TPS) technique is developed by Lyman (1981) and his colleagues in Maryland University. Lyman said TPS technique is a summarization strategy that can be used in any content area pre-activity, while-activity, and post-activity. It makes the students more time to think individually, talk with each other, share their opinion, and give response with the larger group. The activity consists of three basic steps as follows:

1. **Thinking**

The first step, the teacher gives report textand work sheet, then asks them

to read and think the exercise individually. The teacher gives the students time to think in some moments.

2. **Pairing**

The second step, the teacher asks students to find their pair. Each of them has to discuss about their opinion of the exercise. Then, they gather the answer of the questions in order to get the whole answer. Normally, the teacher gives time less than 5 minutes for pairing.

3. **Sharing**

The last step, the teacher asks the representative of each group to share their result discussion in front of the class and the other pair may give comment or suggestion.

2.2.4. Concept of Report Text

A report text is taught to the second grade students in senior high school based on standard competence and basic competence. In (KTSP) 2006, there is narrative, report, hortatory and analytical exposition that should be learned by the students. In this research, the researcher focuses to the report text as one of difficult texts based on the students' experience.

Report is a text which can be written out with a descriptive technique. It describes an object to the readers (Siahaan and Shinooda, 2008: 43). According to Seoprapto and Darwis (2006: 9) report text is a kind of text which presents information about something based on systematic, observation, and analysis of phenomena in the world. In short, report text describes as the way certain things

and frequently refers to phenomenon of nature, man-made and social phenomena in the environment.

Report text describes the general characteristic from certain things; living or nonliving things (Depdiknas, 2005). Although the function of this text is to describe something, this text is different from descriptive text which explains certain thing specifically and without generalization.

Like other text, report text has its own structures or Generic (Schematic) Structures, they are: (1) General classification. It tells what the phenomena under discussion are. (2) Description. It describes and tells what the phenomena under discussion are like in term of parts (and their function), qualities, habits or behaviors, if living; uses, if non-natural (Gerott and Wignell in Depdiknas, 2005).

Beside, Derewiaka in Depdiknas (2005) states this following generic structure of report text: (1) Opening general statement/ general classification, (2) sometimes the opening statements may also indicate a particular aspect of the topic that is being treated, E.g. There are many different types of a bike in Australia. (3) Facts about various aspects of the object (color, shape, habits, behavior, etc); giving examples, comparing and contrasting, describing components and their function. According to the features above, here is example and the organization of report. Here is an example of report text:

<div align="center">Cats</div>

General Classification

Cats are also called the domestic animal (with its scientific name: Felis silvestris catus or Felis catus) is a type of carnivorous mammal of the family Felidae. The

word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Description

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx. These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

2.3. Procedure of Teaching Reading Comprehension through Think Pair Share (TPS) Technique

Pre Activity

    a. The teacher begins the meeting by greeting.

       For Example

       Teacher: "Assalamualaikum Warahmatullahiwabarakatuh, good morning students? How are you today"?

    b. The teacher asks to take a pray.

       Example:

       Teacher: "please the leader of this class, lead your friend to pray first"!

    c. The teacher checks the attendance of the students.

       Example: "anyone who absent today"?

    d. The teacher shows a picture to the students and asks some questions related to the picture in order to see the studens' background knowledge of the text. The teacher asks the students to predict the topic that would be discussed.

       For example:

       Teacher: "Students, do you know the animal in the picture? Where the elephants live? What is the characteristic of the elephants?

While activity

       The teacher gives report text and work sheet, and then asks them to read and think the exercise individually. The teacher will give the students time to think some moments.

For Example:

Teacher: "Think about the following questions individually,"

The exercise such as: What the text mainly about? Which sentences show

the general specification?

a. The teacher asks the students to work in pair to discuss about what they have thought before that considered as the pairing step.

    For example:

    Teacher: "Now, turn your partner. Discuss your answer with your partner. If you make any change in your statements, you can write down on other piece of papers.

b. Teacher randomly asks a representative to share their results discussion with the class.

    For example:

    Teacher: "Now, the first representative is Ery please come to front of the class and share your answer to your friend. The other pairs may give any comments or suggestion toward your friends' answers".

c. Teacher gives feedbacks to the students by giving comments to their presentations.

    For example:

    Teacher: okay students, what do you got from the presentation? Any question?

    Well, I think your presentations were good, but you should prepare it first before you present it in front of the class.

Post Activity

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

For example:

*Teacher: what is the main idea of the paragraph 2? What is the meaning of **big** in line 3? The word **place** in line 5 refers to?*

b. The teacher does reflection by asking the students what they have been learned that day and also asking if they find some difficulties in comprehending the material.

For example:

Students, what have we learnt today? Do you understand about this lesson? Is there any difficulties? And if you have some questions please ask to me!

c. The teacher closes the meeting.

Example:

Teacher: Okay students, I think enough for today, thank you for you nice attention and wassalamualikum warahmatullah hiwabarakatuh.

2.4. Advantages and Disadvantages

According to Allen (2007:17) there are some advantages of Think Pair Share (TPS) as a technique, they are:

1. It provides the students 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.

3. It gives the students opportunities to collaborate the 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 student will tell the information that she or he has to their pair.

5. It engages the students in 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 the friends to discuss.

6. It invites students to share their understanding in both kinesthetic and visual modes. While the student explains in sharing step. They usually use body language and face to face interaction to share their information to their friend.

However, Think Pair Share (TPS) technique also has disadvantages. Lyman (1981) states that disadvantages of TPS is time consuming. It means that applying TPS in teaching learning process do not run well because the technique spends much time. In order to avoid this problem, the teacher should give some rules and create an amusing the condition of classroom to prevent the advantage.

2.5. Theoretical Assumption

Reading is considered as one of the skills that the students need to master. Students of Senior High School have to master many kinds of text. By reading, the students are able to get a lot of information from the text and report text will be chosen in this research. When students read, they do not only understand about what is written, but also the meaning.

Dealing with this fact, the researcher chooses TPS technique. By this technique the researcher expects that it can increase the students' reading comprehension of report texts. It can also effective to improve students' ability in reading. TPS technique can be used to overcome the difficulty of the students in comprehending the reading report texts. In other side, it is going to improve the creativity and motivation of the students in reading.

2.6. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

H_0: There is no significant difference of the students' reading comprehension achievement after being taught through Think Pair Share (TPS) technique of report texts.

H_1: There is significant difference of the students' reading comprehension achievement after being taught through Think Pair Share (TPS) technique of report texts.

III. RESEARCH METHOD

This chapter discusses the research methods which consist of research design, population and sample, data collecting technique, research procedures, research instruments, try out the test, scoring system, data analysis, and hypothesis.

3.1. Research Design

This research is a quantitative research. The aim of the research was to find out whether there is a statistically significant difference of the students' reading comprehension achievement of report texts after the students were taught through Think Pair Share technique. This research was conducted through *One-group pre-test posttest design* since there would be one class experiment which got treatments from the researcher and also got the pre-test and the post-test. The research design was as follows:

T1 X T2

Notes:

T1 : Pretest (a test that is given before the treatment is applied)

X : Treatment (teaching report text through TPS)

T2 : Posttest (a test that is given after the treatment is applied)

(Hatch and Farhady, 1982:20)

Pre-test is administered before the treatment of reading comprehension through TPS technique was implemented to see the students' basic reading ability. Then, they were given treatments of teaching reading comprehension through TPS technique. The post-test was used to analyze the improvement of their reading comprehension achievement through TPS technique after the treatment.

3.2. Population and Sample of the Research

The population of the research was the second year students of SMAN 1 Tanjung Raya, Mesuji. The researcher chose the second year students to be investigated. There were five classes of the second year students: XI IPS 1, XI IPS2, XI IPA 1, XI IPA2, XI IPA 3 and each class consists of 30- 34 students. From this population one class was taken as the sample of this research, as the experimental class, that was given the treatment (teaching reading using Think Pair Share technique). In determining the experimental class, the researcher used random sampling technique by using a lottery, so that all the second year classes got the same chance to be the sample in order to avoid subjectivity and to guarantee that every class had the same opportunity. So, the sample was class XI IPS 3 that consisted of 30 students, 15 males and 15 females.

3.3. Data Collecting Technique

Data collecting technique is the way to get the data for the researcher. The data was collected to find out the significant difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique of report texts. In collecting the data, the research procedure administered the pre-test, the treatment, and the post-test.

Then, the research analyzed the result of those activities which could be classified as follows:

1) Try Out

Try out test was conducted to know the quality of the test as the instrument of the research such as validity, reliability, level of difficulty, and discrimination power. Try out test contains 40 multiple choice items with five options (a, b, c, d, and e). The students were from one class that was chosen purposively, out of the experimental class in order to know the appropriate test.

2) Pre Test

After getting the result of the try out test, the researcher gave the pre test. The pre-test was administered in order to find out the students' reading comprehension achievement before the treatment.

3) Post Test

This test was administered after conducting the treatments to the students. The aim of this test was to find out the students' reading comprehension achievement after the treatments.

3.4. Research Procedures

In conducting this study, the researcher used the following procedures:

1. Planning

    Before applying the research procedure, some plans were made, so that the application would run well. The procedure of making planning for this research could be seen as follows:

a) Preparing the try out

The test was prepared (called try out test) and was given to the students in order to know the quality of the test as an instrument of the research. This test was a multiple choice and consists of 40 numbers.

b) Determining the quality of the test

The result of the try out test was analyzed in order to know which items are good to use in the pre-test.

c) Preparing the pre-test

The good items from tryout test were analyzed for the pre-test. The multiple choice test consists of 30 numbers.

d) Preparing the materials

The materials that were prepared for the students was related to the curriculum that is used in the school and it also introduce Think Pair Share Technique to teach reading in report text to the students in the experimental class.

e) Preparing the post test

The test was prepared by providing the number of items and materials that was tested. The topic was given in the test is based on the materials that have been taught before. This was multiple choice and consists of 30 numbers.

2. Implementation

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

a) In the first meeting, try out was given to the students. Students administered the test paper, asked to do the test, and then asked to hand in their answer sheet. This test was a multiple choice and consist of 40 items.

b) After giving the try out test to the students and getting the result, the test items was analyzed in order to know which items are good to be used in the pre- test.

c) In the second meeting, the pre test was given. The test papers was given to the students in the experimental class, and they were asked to do the test and then to hand in the test. The multiple choice test consists of 3 0 items.

d) After the pre test, the treatment was conducted. The experimental class was taught through Think Pair Share Technique.

e) The post test was given in the last meeting.

The test paper was administered to the students in the experimental class, and they were asked to do the test and then to hand in the test. This test was a multiple choice and consists of 30 items.

3. Reporting

The last point to do in this research procedure is reporting. There are two steps that were done in reporting:

a) Analyzing the data from the pre-test and the post-test. The researcher analyzed the data by comparing the average score (mean) of the pre-test and the post-test to know the increasing of the students' reading comprehension achievement in report text through Think Pair Share technique.

b) Making a report on the findings.

3.5. Analysis Research Instrument

In this research, the researcher used some instrument for conducting the research. The instrument was tested in reading comprehension of report text in the pre-test and the post-test. The researcher chose multiple choice form since its marking is rapid, simple, and most importantly reliable, not subjective or influenced by the marker's judgment (Heaton, 1975). In try out, the items are 40 numbers. It was selected to be 30 numbers for pre-test and post-test. The test items for pre-test and post-test was the same but in different order.

1. Validity and Reliability

a. Validity of the test

Validity refers to the appropriateness, meaningfulness, and useful of the inferences a researcher makes (Frankel and Wallen, 1990: 126). It means that validity refers to the extent to which an instrument will give us the information that we want. Meanwhile, Setiyadi (2006: 24) mentions that the test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample. To measure whether the test has good validity, it has to be analyzed from content and construct validity.

In content validity, the materials and the tests were composed based on the indicators and objectives in syllabus of KTSP curriculum. While, the construct validity focused on the kinds of tests that used to measure the students' ability.

In this research, the researcher formulates table of specification, so every test items can be matched with the goal and the materials have been taught. The table of specification is an instrument that helps the test constructor plans the test. The content of the test item is presented in the table of specification below that based on the theory of reading (Nuttal, 1985).

Table 1. Specification of Reading Test

No	Skills of reading	Item Number	Percentage
1.	Identify the main idea	1, 4, 17, 33, 30, 38	20%
2.	Specific information	2, 3,7, 8, 13, 14, 19, 21, 23, 25, 28, 29, 34,	36%
3.	Inference	5, 9, 10, 15, 16, 20, 22, 24, 26, 27, 37, 39	12%
4.	Reference	12, 18, 31, 36,	12%
5.	Vocabulary	6, 11, 32, 35, 40	20%
	Total	40	100%

b. Reliability of the Test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurateness of score test. (Hatch and Farhady, 1982: 246).

Reliability of the test can be determined by using the Spilt half method in order to estimate the reliability of the test. To measure coefficient of the reliability the first and second half group, the researcher used the following formula:

$$R_1 \frac{\Sigma xy}{\sqrt{\Sigma x^2 \ \Sigma y^2}}$$

Notes:

R_1: The coefficient of reliability between first half and second half group

X: The total numbers of first half group

Y: Total numbers of second half group

X^2: The square of X

Y^2: The square of Y

(Lado in Hughes, 1991:3)

After getting the reliability of half test, the researcher used "Spearman Brown's Prophecy Formula" (Hatch and Farhady, 1982: 256) to determine the reliability of the test as follow:

$$rk = \frac{2rl}{1 + rl}$$

Notes:

rk: the reliability of the test

rl: The reliability of half test

The criteria of reliability are:

0.80 – 1.00   = very high

0.60 – 0. 79   = high

0.40 – 0. 59   = average

0.20 – 0.39   = low

0.00 – 0.19   = very low

<div align="right">(Hatch and Farhady, 1982:246)</div>

2. Level of Difficulty

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

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

Notes:

LD: level of difficulty

R: the number of the students who answer correctly

N: the total number of the students

The criteria are:

< 0.30   = difficult

0.30 – 0.70   = average

> 0.70   = easy

<div align="right">(Shohamy, 1985: 79)</div>

3. Discrimination Power

Discrimination is used to know whether the test items can differentiate the students' ability. To calculate the discrimination power, the researcher used the following formula:

$$DP = \frac{correct\ Upper - correct lower}{\frac{1}{2}\ N}$$

Notes:

DP= discrimination power

U= the proportion of upper group students

L= the proportion of lower group students

N= total number of students

The criteria are:

0.00-0.20 = poor

0.21-0.40 = satisfied

0.41-0.70 = good

0.71-1.00 = excellent

(negative) = Bad items (should be omitted)

(Heaton, 1975:182)

3.6. Scoring System

In scoring the result of students' work, the researcher used Arikunto's formula (1997: 212). The scores of the pretest and the post-test are calculated by using the following formula:

$$S = \frac{R}{N}\ 100$$

Notes:

S: The score of the test

R: The right answers

N: The total items

(Arikunto, 1997:212)

3.7. Data Analysis

The researcher examined the students' scores using the following steps:

1. Scoring the pre-test and the post-test.

2. Tabulating the results of the test and calculating the scores of the pre-test and the post-test.

3. Making conclusion from the tabulated result of the pre-test and the post-test administered, that is by statistically analyzing the data using statistical computerization i.e. Repeated Measure T- test of Statistical Package for Social Science (SPSS) version 17.0 for windows to test whether the increase of students' gain is significant or not, in which the significance is determined by $p < 0.05$. It was used as the data come from the same samples. (Hatch and Farhady, 1982:114).

3.8. Hypothesis Testing

After collecting the data, the researcher recorded and analyzed them in order to find out whether there was a statistically significant difference of students' reading comprehension achievement of report texts after being taught through Think Pair Share. The researcher used Repeated Measure T - test to know the level of significance of the treatment effect. Hypothesis of this research:

H_0 : There is no statistically significant difference of students' reading comprehension achievement after being taught through TPS technique in report text.

H_1 : There is a statistically significant difference of students' reading comprehension achievement after being taught through TPS technique in report text.

The hypothesis was statistically analyzed by using Repeated Measures T-test. It was used to draw the conclusion at the level of 0.05 (p   0.05). It means that the probability of error in the hypothesis was only about 5%.

V. CONLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestion from the researcher to the other researchers and English teachers who want to try to apply TPS technique in teaching reading comprehension.

1.1. Conclusions

In reference to the result and discussion of the research the following conclusion are given as follows:

1. There was a statistically significant difference of the students' reading comprehension achievement after being taught by using TPS technique. Vocabulary had the highest improvement among the other aspects of reading comprehension. From the hypothesis test, it was known that the significance value (2- tailed) was 0.000 (p<0.05). It could be concluded that null-hypothesis was rejected and it can be inferred that the use of TPS technique can improve the students' reading comprehension achievement in all aspects of reading especially in vocabulary.

2. There was a significant improvement of the students' report text in reading comprehension ability after being taught through TPS technique. The mean score in the pre-test was 61.80, then increased in the post-test up to 76.33, with gain was 14.53. It can be said that the students' post-test score was higher than the students' pre-test score.

3. Think Pair Share (TPS) technique can encourage the students' activities in reading since it is an interesting technique that can involve the students to work in group and has a good positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, the students feel that TPS technique is enjoyable and improves responsibility.

5.2. Suggestions

By considering the conclusions above, the researcher proposes some suggestions as follow:

Suggestion to the teachers

1. Since TPS technique can be used to improve students' reading comprehension achievement, it is suggested that the English teacher should apply TPS technique in teaching reading comprehension as alternative technique because the students are led to be active, since they have to share ideas within their groups or pair in pair and share stages. The English teacher should make highly good preparation before applying TPS technique because it determines the success of teaching learning process.

2. Basically the students have good improvement in identifying the vocabulary but the teacher might give the students a brain storming first before they got the text. This brain storming can activate their background knowledge which can help them in understanding the text. The teacher may start by asking several questions which are related with the text first

in order to relate what they have already known to what they are going to read.

Suggestion to the researchers

1. Since this study involved the first grade students of senior high school, further researchers need to consider the students at the other grade of senior high school and junior high school.

For further researchers, they should maximize the time allocation for applying TPS technique in teaching readi

REFERENCES

Cristian, B., & Marry, N. B. 1976. *Progres in understanding readi*ng. New York: Guilford.

Dallman, R.I. 1982. *Teaching of reading*. New York: CBS College Publishing.

Depdiknas. 2005. *Materi sosialisasi dan penelitian kurikulum tingkat satuan Pendidikan (KTSP).* Jakarta: Diknas.

Fardiaswita. 2012. *The implementation of think pair share technique in improving student' reading comprehension at MTsN 1 Tanjung Karang.* (Unpublished Research Report). Bandar Lampung: University of Lampung.

Frankle & Wallen. 1990. *Measurement of reability and validity.* Newyork: Cambridge Language Teaching Library.

Grellet, F. 1981. *Developing reading skills, a practical guide to reding* 2012, December 24. *Comprehension exercises.* New York: Cambridge University Press.

Haryanti, D. 2010. *Teaching reading compreension through cooperative learning by using think pair share technique at SMPN 1 Bandar Sribawono.* (Unpublished Research Report). Bandar Lampung: University of Lampung.

Hatch, E., & Farhady, H. 1982. *Reseach design and statistic for applied linguistic.* Boston: Heinle & Heinle Publisher.

Heaton, J. B. 1975. *Writing English language tests*. London: Longman.

Lie, A. 2002. *Mempraktikan cooperative learning di ruang-ruang kelas.* Jakarta: Grasindo.

Lyman, F. 1985. *Strategies for reading comprehension: think pair share*. *http://jurnalipi.wordpress.com/category/think-pair-share.*

Mchother, K. T. 1986. *College reading and study skills.* Boston: Little Brown and Co. Limited.

Nuttal, C. 1982. *Teaching reading skill in a foreign language.* London: British Library Cataloguing in Publication Data.

Nuttal, C. 1985. *Teaching reading skill in a foreign language.* London: Heimann Education Books.

Palupi, A. A. 2013. *Teaching reading comprehension through think pair share (TPS) technique at SMPN 8 Bandar Lampung*. Bandar Lampung: Lampung University.

Sari, N. R. 2010. *Increasing students' reading comprehension achievement through think pair share technique at second year of SMAN 1 Natar, Lampung Selatan* (Unpublished Research Report). Bandar Lampung: University of Lampung.

Setiyadi, B. Ag. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.

Simanjuntak, E. G. 1988. *Developing reading skills for EFL student*s. Jakarta P2LPTK.

Shohamy, E. 1985. *A practical hnad book in language testing for the second language to read*. New York: Holt, Rinehart and Winston.

Soeprapto, F. A. & Darwis, M. 2006. *Linked to the world 2*. Jakarta: Yudhistira.