

**IMPROVING STUDENTS' READING COMPREHENSION
ACHIEVEMENT OF DESCRIPTIVE TEXT BY USING
THINK-PAIR-SHARE TECHNIQUE AT SMPN 5 BANDAR LAMPUNG**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2017**

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT OF DESCRIPTIVE TEXT BY USING THINK-PAIR- SHARE TECHNIQUE AT SMPN 5 BANDAR LAMPUNG

By

Rima Varadina

The aims of this research were to find out whether there was significant difference of students' reading comprehension achievement of descriptive text at the second grade of SMPN 5 Bandar Lampung before and after being taught by using think pair share technique and to find out which aspect of reading improved the most after being taught by using think pair share technique.

The population of this study was the eighth grade students of SMPN 5 Bandar Lampung. The researcher took VIII B as the try-out class and VIII A as the experimental class. Reading comprehension test and was used to collect the data. The data were in the forms of scores which were taken from the pre test and post test and they were analyzed by using Paired Sample T-test.

The result of the data analysis showed that the use of think pair share technique improved students' reading comprehension achievement. It could be seen from the mean score of the students in the pre test and post test. In the pre test, the mean score was 57.28 and it became 71.97 in the post test. Thus, the gain was 14.69. The result of computation showed that t-ratio was higher than t-table ($17.587 > 2.040$) and the significant level was lower than 0.05 ($0.000 < 0.05$). It could be concluded that the use of think pair share technique is appropriate to be used in order to improve students' achievement of reading comprehension and it can be used as an alternative technique.

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ACHIEVEMENT OF DESCRIPTIVE TEXT BY USING
THINK-PAIR-SHARE TECHNIQUE AT SMPN 5 BANDAR LAMPUNG**

By:

RIMA VARADINA

A Script

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

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2017**

Research Title : **IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT OF DESCRIPTIVE TEXT BY USING THINK-PAIR-SHARE TECHNIQUE AT SMPN 5 BANDAR LAMPUNG**

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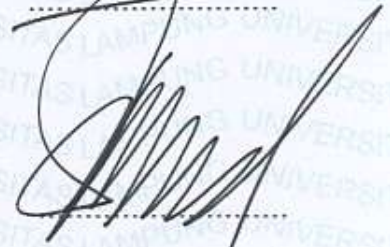
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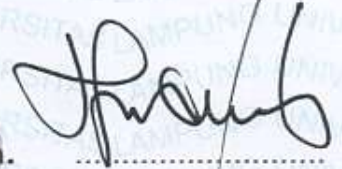
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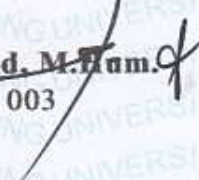


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CURRICULUM VITAE

Rima Varadina was born in Bandar Lampung, on December 3rd, 1995. She is the youngest child of the greatest couple Guntari Ilyas, S.sos, and Upik Hamidah, S.H., M.H. She has 2 beloved sisters and 2 beloved brothers. They are Yurika Witazora, Rina Destariana, Ricky Adiguna, and Richard Kennedy.

At the age of five, she began her study at TK Pertiwi Bandar Lampung in 2000 and graduated in 2001. In the same year, she continued her study to SDN 2 Rawa Laut Bandar Lampung and graduated in 2007. Then, she continued her study at SMPN 5 Bandar Lampung. She graduated from junior high school in 2010. Afterwards, she enrolled at SMAN 12 Bandar Lampung and finished her study there in 2013.

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MOTTO

“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.”
(Oprah Winfrey)

DEDICATION

This paper is proudly dedicated to:

My beloved parents, Guntari Ilyas and Upik Hamidah

My brothers, Ricky Adiguna and Richard Kennedy

My sisters, Yurika Witazora and Rina Destariana

All my beloved friends

English Education Study Program 2013

My almamater, Lampung University

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In the name of Allah, the beneficent and the merciful, praise is only for Allah lord of the world who has given the writer such a great opportunity to finish this script entitled "Improving Students' Reading Comprehension Achievement of Descriptive Text by Using Think Pair Share technique at SMPN 5 Bandar Lampung". The aim of this script was to fulfill one of the requirements for S-1 degree at English Education Study Program in Faculty of Teacher Training and Education, University of Lampung. The writer absolutely realizes that she could not carry out this work without help of other people either materially or spiritually. Therefore, the researcher would like to express her sincere gratitude and respect to the following people for their idea, time, and guidance during the writing of this work:

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

Bandar Lampung, December 12th 2017

The Writer
Rima Varadina

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I. INTRODUCTION

In this chapter, the researcher explains the background of problem, research question, objectives of the research, uses of the research, scope, and definition of terms.

1.1 Background

Reading is important to be mastered as one of the skills development. Reading activity that focuses on understanding context and getting new information of texts is reading comprehension. Commonly, people read for general comprehension, whether for information or for pleasure, the objective is not to memorize most of specific detail but to have a good comprehension of the main ideas and to relate those ideas to background knowledge as appropriate.

Reading can be defined as an activity of understanding something written. Cameron (2001) said that reading is actually about understanding not only understand the word or code but also the message is being conveyed by the text. It means that when someone reads, he does not only understand the words, but also understands the message or main point of the text.

Reading is about understanding written texts. Grabe & Stoller (2002) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are

important. It implies that students need to learn a considerable amount of information from a text. By learning reading, they are able to learn more about language component like grammar and vocabulary, which are absolutely needed to master in learning language. Purposes of reading are getting general information from the text, getting specific information from the text and for pleasure or for interest.

In fact, reading is very useful in human life because by reading readers would understand the information provided by the writer. In other words, reading is not as easy as what people think because it is not only requires to read a series of sentences, but also it needs the reader to understand the content of the reading text and its purpose. In addition, reading is also very important in the curriculum of high school. In Kurikulum Tingkat Satuan Pendidikan (KTSP) for Junior High School states that there are several kinds of reading texts that should be learnt and taught. One of reading text at the second grade of junior high school is descriptive text. In reading aspect, the goal of Standard of Competency and Basic Junior High School should be able to comprehend descriptive text in spoken or written form. It can be understood that the second grade students of Junior High School should master reading skill appropriately. But in fact, learning reading is not easy for Indonesian students.

Based on researcher's pre observation at SMPN 5 Bandar Lampung, the researcher found out that the students' reading comprehension test scores lower than the minimal mastery criterion (KKM) of that school which requires the students to get a minimum score at 70. It is caused by some problems, such as the technique of

teaching. The teacher tended using grammar translation method which asked the students to read and completed the task by themselves individually. Smart students might do it well, while the students who did not have good ability in English would difficult in doing the task without helping from their friends. Not all of students took part actively in this teaching learning process. The students less motivated in learning. Therefore, many passive learners in classroom as long as process of teaching and learning.

There are many techniques to improve students' reading comprehension and one of the technique is Think-Pair-Share (TPS). The researcher chose think-pair-share technique to see whether the score of students' reading comprehension achievement would improve or not. Think-pair-share technique is one of the cooperative learning techniques found by Lyman in 1981. Think-pair-share gives the students opportunity to discuss their problem in comprehending a text to another, so they can solve the problem together. There is an example of a research that uses think-pair-share technique in order to improve student's reading comprehension achievement.

Ahyarudin (2008) found that think-pair-share technique could increase the student's reading comprehension achievement. He compared think-pair-share technique (TPS) and Grammar Translation Method (GTM). The subject of his research was the second grade of MTS Al-Fatah Lampung Selatan. He found that the students' score within experimental class which used TPS increased significantly (54.29 to 80.71), while there was no significant increase in the control group that used GTM (55.67 to 61.75

point). Based on his finding, he confidently said that the use of think-pair-share technique was able to increase the students' reading comprehension achievement.

Based on the explanation above, since reading is very important to be mastered by students, the researcher decided to conduct a research with title "Improving Students' Reading Comprehension Achievement of Descriptive Text by Using Think-Pair-Share Technique at SMPN 5 Bandar Lampung". This research was conducted in the second grade students of SMPN 5 Bandar Lampung to know whether there was any improvement in students' achievement in reading comprehension after being taught through Think-Pair-Share technique on descriptive text.

1.2 Research Question

Based on the explanations of the background above, the researcher formulates the research questions as follows:

1. Is there any significant improvement of students' reading comprehension achievement of descriptive text after being taught by using Think-Pair-Share Technique at the second grade of SMPN 5 Bandar Lampung?
2. Which aspect of reading improves the most after being taught by using Think-Pair-Share Technique?

1.3 Objectives of Research

In relation to the research question, the objectives of this research are stated as follows:

1. To find out whether there is significant improvement of students' reading comprehension achievement of descriptive text after being taught by using Think-Pair-Share technique at the second grade of SMPN 5 Bandar Lampung.
2. To find out which aspect of reading that improves the most after being taught by using Think-Pair-Share technique at the second grade of SMPN 5 Bandar Lampung.

1.4 Uses of Research

The findings of the research are expected to be beneficial not only theoretically but also practically:

1. Theoretically

Theoretically, this research could be used as a contribution to other researchers who are interested in conducting future research in the same field.

2. Practically

- a. As a help to English teacher in finding appropriate technique in improving students' reading comprehension achievement, students' activity in learning and teachers' performance.
- b. As a help to students in improving reading comprehension achievement.

1.5 Scope

This research is a quantitative research. The research focuses on the students' reading comprehension achievement of descriptive text by using think pair share technique. This research was conducted at SMPN 5 Bandar Lampung of academic year 2016/2017. The population and sample of this research was the second grade students. The text was descriptive text because it was stated in the second grade of junior high school syllabus. The students were expected to be able to comprehend the following reading aspects: main idea, vocabulary, specific information, reference, inference of the text. In collecting the data, the researcher used a class as the experimental class at SMPN 5 Bandar Lampung. The class was selected by using purposive sampling. In this research there were one time pretest, three meetings, one time posttest. The reading text was taken from students' English book for Junior High School and the internet.

1.6 Definitions of Terms

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

1) Reading comprehension

Reading comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallman et al, 1982:25).

2) Descriptive Text

Descriptive Text is a text which presents information about something specifically. The purpose is to describe a particular person or thing or place specifically.

3) Think-Pair-Share (TPS) Technique

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

4) Improving

It means making something greater in amount, number, value, etc or rise in amount, number or value of something, in this case is students' reading comprehension achievement.

5) Students' Achievement

Students' Achievement is having students reach their individual highest potential of personal and academic growth as they become lifelong learners and problem solvers to contribute productively to society (Berkeley, 2012).

II. LITERATURE REVIEW

This chapter discusses about previous research, reading comprehension, aspect of reading, descriptive text, teaching reading comprehension, think-pair-share technique, teaching reading comprehension using think-pair-share, procedures of teaching reading through think-pair-share, the advantages and disadvantages of using the think-pair-share technique, and hypothesis.

2.1 Previous Researches

There are several studies which have been conducted in relation to the similar topic under discussion. First, a research by Usman (2015) that was conducted to improve students' English speaking ability by using the think-pair-share strategy designed in CAR. The subject of this research was the students at the first year of the Islamic Education Department of STAIN Ternate in 2010/2011 academic year. The finding of this study was the think-pair-share strategy was effective to be implemented at STAIN Ternate in order to improve the students' speaking ability.

Second, a research by Darsana (2014) that was conducted to improve students' reading comprehension of the Tenth Grade of SMK PGRI 4 Denpasar in Academic Year 2013/2014 designed in CAR. The subject of this research was students' reading comprehension of the Tenth Grade of SMK PGRI 4 Denpasar in Academic Year

2013/2014. The finding of this research was the subjects positively responded on the implementation of think pair share technique.

Furthermore, a research by Alfian (2012) which aims to improve the students' reading comprehension using Think Pair Share technique. The method used in this research is Classroom Action Research (CAR). The subjects of the research were the students of second semester of Diploma III Study Program in Taxation Study Program, FEB, Diponegoro University. The research finding reveals that the Think Pair Share technique improves the reading learning process which leads into the improvement of students' reading comprehension.

This research was different from all of those previous researches. All of them used classroom action research (CAR), but in this research the researcher used an experimental class. The subject was also different from those previous researches. The researcher conducted research to the students at second grade of junior high school.

2.2 Reading Comprehension

Many experts have shared their own thoughts about the definition of reading comprehension. Finocchiaro and Sako in Simanjuntak (1983) said that reading comprehension is the ability which depends on the accuracy and speed of graphic perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of

redundancy, the ability to use contextual clues and recognition allusion. It can be said that students should know not only the referential information but also inferential information.

Dallman (1982) states that reading is more than knowing what letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that, without comprehension no reading takes place. Referring to the definition above, it can be inferred that comprehension occurs when readers are able to understand, remember, retell, and discuss with others about what they have read. Good readers employ many strategies, as they comprehend what they read. It is clear that comprehending a reading text especially reading a foreign language material is not easy. It needs some special skills and knowledge. It also involves the most important factor of human sense.

Many readers cannot catch the idea or what the writer talks about, because they do not know the exact meaning of every word that the writer used. Reading comprehension has purpose as follows:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure and interest

Those purposes are aimed to increase the students' motivation in learning reading comprehension. Beside that, it gives learner a grasp of what has to be done.

Furthermore, it keeps the students on track and remains them appropriate recreation and activity.

2.3 Aspect of Reading Comprehension

According to Nuttal (1985), there are five aspects which help the students to comprehend the English text well, they are:

1. Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In line with McWhorter (2012) the sentence that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

According to Hood and Soloman in Dararat (2012), reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea. According to Dararat (2012) to find the main idea of paragraph, a reader must find what common element the sentences shared. Some

textbook writers place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print in order to emphasize it, but in literature this is not a common practice. In some paragraphs the main idea is not directly stated but implied.

Segretto in Dewi (2013) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The questions of main idea can be for examples: (1) What is the main idea of first paragraph? (2) What is the main in last paragraph?

2. Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. According to Hood and Soloman in Dararat (2012), reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be more careful and slower assuring that they have correctly understood the message. According to Dararat (2012) in order to find details that support the main idea, the readers should be able to identify which are more important that the others.

Segretto in Dewi (2013) states that supporting details provide the reader with more information about the main idea or subject of a passage. For example, after reading story about Bawang Putih and Bawang Merah, general questions related to specific information can be for instances:

- 1) Where was Bawang Putih washing some clothes?
- 2) How did Bawang Merah and her mother treated Bawang Putih?.

3. References

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

According to Young (2011) in Dewi (2013) one of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less time to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier. In addition, Martin (2003)

states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. In general questions related to this type of reading can be for examples: 1) The word “she” in line 5 refers to... 2) what was word “her” position?

4. Inference

In relation to make inferences, Kathleen (2011) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between his observes or unknown and what he does not know. According to Moreillon in Dewi (2013) inference requires that each reader construct a meaning that makes the text a reflection of her experience.

Dararat (2012) said that inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give. In general questions related to this type of reading can be for examples:

- 1) What was the first paragraph talking about?
- 2) What is the best title for the passage?
- 3) Who was the main character of the story?

5. Understanding Difficult Vocabulary

Vocabulary is the stock of word used by the people or even person. Harmer (2004) states “If language structures make up the skeleton of language, then it is

vocabulary that provides the vital organs and the flesh”. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. Linan (2007) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be for instances: 1) What is the closest meaning of underlined word? 2) In line 13, the word “fit” is closest in meaning to...

In summary, reading comprehension is basically about getting main ideas, specific information, references, inference and vocabulary.

2.4 Descriptive Text

In School-based Curriculum, there are some types of texts that should be learnt in Junior High School, one of them is descriptive text. Descriptive is one of the most popular of all forms of written texts. This text describes about someone or something based on the characteristics.

Text is something that belongs to language. Everybody communicates each other by using a text. A text may be a spoken or written, dialogue or monologue. A descriptive text can be found in encyclopedia, science magazine, textbook, and history text.

According to Djuharie (2007), the goal of descriptive text is to describe someone, something, certain place, or an animal. In other words, descriptive text is a text that describes about someone, something based on its characteristics.

Djuharie (2007) also explains the generic structures and the language features of descriptive text.

Generic structures of a descriptive text are as follows:

a. Identification

Introduction is the part of the paragraph that introduces the character or subject that will be described.

b. Description

Description is the part of the paragraph that describes the character, inform the features of subject, such as; the psychology's character, behavior, physical appearances, qualities, and etc.

Here is an example of descriptive text:

My New Classroom

Identification	{	I have an interesting new classroom in my junior high school. This new classroom is so different with the old one when i was in the primary.
Description	{	In this new classroom, we have an LCD projector and a brand new whiteboard. The color of my new classroom is green as we'd like to support "go green" and it comforts us very much. The main difference of my new classroom from the old one is that my new classroom placed on the third storey of my school. I can see a very beautiful view around my school from my new classroom. The last, my new classroom is so wide and it has a very sophisticated air circulation to make us comfortable to learn every subject in the classroom.

The typical questions of reading aspects of the text are explained as follows:

1. What is the main idea of the passage? The main idea of the story is about my new classroom (main idea).
2. What the color of the classroom? The color of the classroom is green (specific information).
3. The word "it" on the second paragraph refers to? It refers to my new classroom (reference).
4. What does the first paragraph talk about? It talks about her/his new classroom in junior high school which is different from the others (inference)

5. In line 6 at the second paragraph the word “wide” has the closest meaning with.....? Extensive (vocabulary).

In short, descriptive has two characteristics. Those are identification or introducing the character and description or describing the character. Kane (2000) says that Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of this text is describe and reveal a particular person, place, or thing.

Descriptive text also has language features. There are three language features in descriptive text. The first is using simple present tense, the second is using action verb, the third is using adverb. Language features which are used in reading descriptive text are:

1) Action verbs

Action verbs are verbs that indicated the performance of an action. They are dynamic verbs that indicated something happening. There are regular and irregular action verbs. Example: Regular verbs, (walk, study, learn, etc), Irregular verbs; (run, eat, drink, etc).

2) Simple Present Tense

The simple present, present simple or present indefinite is one of the verb forms associated with the present tense in modern English. It is commonly referred to as a

tense, although it also encodes certain information about aspect in addition to present time.

It is called "simple" because its basic form consists of a single word (like write or writes), in contrast with other present tense forms such as the present progressive (is writing) and present perfect (has written). For nearly all English verbs the simple present is identical to the base form (dictionary form) of the verb, except when the subject is third-person singular, in which case the ending -(e)s is added. There are a few verbs with irregular forms, the most notable being the copula be, which has the simple present forms am, is and are.

There are two types of sentence, they are verbal and non-verbal (nominal) sentence.

Here are the explanations of verbal and non-verbal sentence:

- a. Verbal sentence is a sentence which contains verb, or in other words verbal sentence is a sentence which the predicate is *verb*.

Here are the patterns of verbal sentence in present tense:

(+) *S + VI (+s/es) + object*

(-) *S + Do/Does + not + V_{infinitive} + object*

(?) *Do/Does + S + V_{infinitive} + object*

The examples of verbal sentences in present tense are as follows:

(+) *She likes noodle*

(-) *She does not like noodle*

(?) *Does she like noodle?*

b. Non-verbal (Nominal) Sentence is a sentence which the predicate is not a verb. The predicate of non-verbal sentence is *to be*. That means the predicate is a noun, pronoun, adjective, adverb or preposition (and their types of clauses) serving as the predicate.

The patterns of non-verbal sentence in present tense are as follows:

(+) S + to be (is/am/are) + object

(-) S + to be (is/am/are) + not + object

(?) To be (is/am/are) + S + object

The examples of non-verbal sentences in present tense are as follows:

(+) You are a business man

(-) You are not a business man

(?) Are you a business man?

3) Adverbs

An adverb is a part of speech that modified verbs or any part of speech other than a noun (modifiers of nouns are primarily adjectives and determiners). Adverbs can modify verbs, adjectives (including numbers), clauses, sentences, and other adverbs. There are adverb of manner, adverb of place, adverb of time, and adverb of degree. Example: Adverb of manner; slowly, carefully, fast, etc. adverb of place; here, everywhere, outside, etc. Adverb of time; yesterday, today, now, etc. Adverb of degree; entirely, very, quite, etc.

2.5 Teaching Reading Comprehension

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it doesn't only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process. According to Harmer (2007) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Based on explanation, the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Based on Harmer (1998) reading is useful for other purposes too: any exposure to English provided students understand it more or less is a good thing for language students. In teaching reading, the teacher's responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for

getting understand the passage, so the topic of reading text should be prepared before teacher teach in reading class.

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

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

It is necessary to build up students' ability to acquire the reading technique according to its purpose as main goal in teaching reading. According to Alyousef (2006:7), in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedure: pre-, while-, and post-reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arouse their interest while previewing the reading text. While-reading stage is an interactive process that can develop students' ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence, and comprehension questions.

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

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

2.6 Think-Pair-Share Technique

Think-Pair-Share (*TPS*) is a technique that might support teacher in teaching-learning process. It helps the students who prefer working in a group without ignoring those who feel more comfortable with doing task individually. Those types of students are facilitated through thinking stage then will be continued to the sharing stage. As Lie (2002) states that Think-Pair-Share (TPS) is a technique that gives the opportunity to the students to work alone and also in a group.

Think-Pair-Share (TPS) developed by Frank Lyman and his colleagues (1981) in Maryland. It gives the students more time to think, to respond, and to help each other.

There are three steps of this technique:

1. Thinking

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

2. Pairing

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

3. Sharing

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

This technique may be used to increase the class participation that are directed to work both individually and collaborative contribution of giving and taking information from each other. Think-Pair-Share is a cooperative learning discussion. It is a simple technique but very useful which was developed by Frank Lyman of the University of Maryland. Think-Pair-Share has grown out of the cooperative learning developed by Lyman (1985) and his colleagues at the University of Maryland. It is an

effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other (Arends, 2009).

This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “Share” components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class (Mandal, 2009).

Furthermore, according to Himmele (2000) states that think pair share is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.

Arends (2009) states that think pair share has grown out of the cooperative learning developed by Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. Suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling

situation the teacher has described. The teacher now wants students to consider more fully what she has explained. She chooses to use think pair share strategy rather than whole-group question and answer. Think pair share has some steps should be followed by the teacher such as:

Step 1 : Thinking, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 : Pairing, next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

Step 3 : Sharing, in the final step, the teachers asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report.

2.7 Teaching Reading Comprehension Using Think-Pair-Share

Various kinds of instructional technique can be used in teaching reading. Teachers can prepare any technique that meets the needs of the students to achieve the successfulness of the teaching and learning process. Brown (2001) proposes seven

rules in implementing a group technique in cooperative learning. They are introducing the technique, designing the use of small group for technique, modeling the technique giving clear and detailed instructions, avoiding class. The implementation of Cooperative Learning in the teaching and learning process of reading requires many preparations both theoretically and technically. Those preparations should be understood by the teacher and students as the main elements who involve directly in the classroom. As a technique of Cooperative Learning, the Think-Pair-Share technique is advantageous strategy that could be used as an active and interactive process in teaching reading. With some stages of the Think-Pair-Share technique (Thinking, Pairing, Sharing), students are promoted to a technique of Cooperative Learning which is able to improve students' academic performance in reading comprehension.

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

Here are the procedures of teaching reading through Think-Pair-Share (TPS):

1. Pre activity

In this stage:

- a. The teacher divides the text into two parts before distributing them to the students
- b. The teacher asks the students to read the text then gives them more time to think about what the text is mainly telling about. In this time, the students should try to comprehend the text individually that is considered the thinking step.

2. While Activity

- a. The teacher asks the students to find their pair who has different part of the text to discuss about what they have thought before that is considered as the pairing step.
- b. The teacher asks the students to gather the ideas that two of them have before. The students have to combine the whole text information. Therefore each of them must to pay attention to their partner's explanation.
- c. The teacher asks the students to find the other pair to share the information. This exchange information is considered as the sharing step. Each of them will gather the all information to get the best interpretation. In this stage, the information will depend on their listening ability.

3. Post Activity

- a. The teacher gives the students several questions related to the text to check their reading comprehension. This stage is considered as the evaluation activity.
- b. The teacher asks the students one by one in order to see the result of reading comprehension.

2.9 Advantages and Disadvantages of Using the Think-Pair-Share Technique

There are some advantages of using the Think-Pair-Share technique. Here are some advantages of Think-Pair-Share technique according to Johnson and Johnson (2001):

1. Thinking Time Provision

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

2. Making Students Actively Involved

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

3. Resolving Students' Misunderstandings

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

4. Easy to Implementing on the spur of the moment

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

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

Besides having some advantages, Think-Pair-Share according to Lyman (1981) also has disadvantages as follows:

- a. Time Consuming

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

- b. Odd number of students

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

- c. Domination of Certain Students

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

happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning.

d. Assigning the member of the Groups

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

e. Limited Information

The information received by the students is limited to what their friends know. The ideas that come up from the students' mind usually appear from their previous knowledge and acquired knowledge from the text given. The information can be limited if the students are not able to elaborate their ideas, so the information given only rotate in the same place or not elaborate well and not so many information that students get from their friends.

2.10 Hypothesis

Based on the frame of theories above, the researcher formulates the hypothesis as follows:

1. There is a significant improvement of students' reading comprehension achievement of descriptive text after being taught through TPS technique.

III. RESEARCH METHOD

This chapter deals with the design and procedures of the research. This refers to the research design, population and sample of the research, research instrument, research procedures, quality of research instrument, data analysis, and hypothesis testing.

3.1 Research Design

In this sub chapter the researcher would like to explain about the research design that was used in this research. The research was a quantitative research. The aims of this research were to find out whether there was a difference of students' reading comprehension after being taught by think-pair-share technique and to find out which aspect improved the most after being taught by think-pair-share technique. The design was one group pretest-posttest design. The research design could be presented as follows:

T1 X T2

Note :

T1 : Pre-Test (a test that was given before the treatment was applied)

X : Treatments (teaching reading through think-pair-share technique)

T2 : Post-Test (a test that was given after the treatment was applied)

(Hatch and Farady: 1982)

The Pre-Test was used to find out the students' preliminary ability and the Post-Test was used to see whether there is an improvement of students' reading achievement after the treatment (X). The Pre-Test, treatment and Post-Test would be conducted in the experimental class.

3.2 Population and Sample of the research

This research was conducted at SMPN 5 Bandar Lampung. The population of the research was the second year students of SMPN 5 Bandar Lampung. The researcher chose SMPN 5 Bandar Lampung because she found that the students' English achievement of the school was low. There were eight classes of the second year consisting of 31-37 students in each class. One class was used as sample and taken by using purposive sampling. Purposive sampling was chosen in order to find a class which had particular characteristic that was of interest to the researcher. The researcher required a class which the students were easy to be controlled so the technique could be applied well.

3.3 Research Instrument

The instrument of this research was reading test items. The reading tests were Pre-Test and Post-Test. The Pre-Test was given before the treatment was conducted. The aim of the Pre-Test was to know the students' basic reading comprehension achievement before treatments. Then, the Post-Test was administered at the end of treatments in order to find out the results of students' reading comprehension ability after the 3 meetings. The test consisted of 30 items in multiple choice forms with four

options a, b, c, d. The researcher conducted a try-out test to measure that the research instrument was good for testing student's reading comprehension.

3.4 Research Procedures

In conducting the research, the researcher conducted the following procedures which can be described as follows:

1. Determining research problems

The problems of this research were determined based on the pre-observation which was conducted by the researcher in SMPN 5 Bandar Lampung.

2. Selecting and Determining Materials

The materials of this research was based on the School-Based Curriculum (KTSP) for the second grade student on second semester of junior high school.

3. Making a Research Instrument

The instrument of this research was reading text of multiple choice test. In measuring reading comprehension, multiple choice was more valid than short sentences answer (Henning:1987). The researcher conducted the reading test for the Pre-Test and Post-Test. The purpose of the test was to gain the data.

4. Administering a Try-Out Test

The Try-Out Test was conducted in 80 minutes and there are 40 reading multiple-choice questions with 4 options.

5. Administering a Pre-Test

A Pre-Test was administered to identify the student's basic reading comprehension before the treatments.

6. Conducting Treatments

The treatments that were applied in the classroom activity was Think-Pair-Share technique. These treatments were conducted in three times of 2 X 40 minutes.

7. Administering a Post-Test

A Post-Test was given at the end of treatments in order to find out the development of the class. The test was conducted in 60 minutes with 30 items of multiple-choice reading text.

8. Analyzing Data

After conducting a pre-test and post-test, the researcher analyzed the data by using T-test. It was computed through SPSS.

3.6 Quality of Research Instrument

The instrument of this research had fulfilled the validity and reliability.

3.6.1 Validity of Test

A test can be considered valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). According to Hatch and Farhady (1982), there are two basic types of validity: content validity and

construct validity. Extent validity of the Pre-Test and Post-Test in this research was related to the content and the construct validity of the test.

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum (Setiyadi, 2006). Content validity was the extent to which a test measures a representative sample of the subject matter content; moreover, the focus of content validity was adequacy of the sample and simply on the appearance of the test. It was correlated the test with the educational goal stated on 2006 English Curriculum and the Curriculum and the syllabus for the second year of junior high school students. It meant in Pre-Test and Post-Test, the material was suitable with their level in second grade of junior high school. Therefore, since the test was conducted to get the data of the students' reading ability, the content validity of the test was conducted by improving or developing the test based on the concept that had been clarified before organizing the test instrument.

b. Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Reading has five aspects; therefore, if the test

has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (test), try out may be done in determining the reliability of each indicator.

This research focused on reading ability, which were measured by the Pre-Test and Post-Test which contained certain aspects based on the indicators. It was examined by referring the aspects that were measured with the theories of the aspects namely identifying main idea, specific information, vocabulary, reference, and inference.

Table 3.1

Table of Specification of Test Items for Reading Comprehension in Try Out

No.	Reading Specification	Item Numbers	Percentage
1	Determining main ideas	1, 6, 10, 13, 16, 19, 26, 37	20%
2	Finding specific information	4, 5, 17, 28, 29, 34, 36, 38	20%
3	Inferences	7, 8, 14, 18, 21, 23, 24, 27	20%
4	References	2, 9, 12, 15, 25, 30, 32, 39	20%
5	Vocabularies	3, 11, 20, 22, 31, 33, 35, 40	20%
Total		40	100%

After analyzing the level of difficulty and discrimination power, it was found that 30 items were good and administered for the pre-test and post-test. On the other hand, 10 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power.

3.6.2 Reliability

Reliability refers to the extent to which the first is consistent in its score and gives us an addition of how accurate the test scores are (Hatch and Farhady, 1982). To test the reliability of the instruments, the researcher used *split-half method* in which the reading tests were divided into halves. By splitting the test into two equal (first half and second half); it was made as if whole tests had been taken in twice. Moreover, by arranging the test into first half and second half low the researcher to measure the test reliability by having *split-half method*. To measure the coefficient of the reliability between the first and second half, Pearson Product Moment was used, which was formulated as follows:

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

Where:

r_{xy} : coefficient of reliability between odd and even numbers items

x : odd numbers

y : even numbers

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number items

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of the whole test as follows:

r_k : the reliability of the whole class

r_{xy} : the reliability of half class

The criteria of reliability are as follows:

0.90-1.00 = high

0.50-0.89 = moderate

0.0-0.49 = low

(Arikunto, 2006)

3.6.3 Level of Difficulty

Level of difficulty relates to “how easy or difficult the item is from the point of view of the students who took the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population.” (Shohamy, 1985). Level of difficulty generally expressed the percentage of the students who answered the item correctly. Level of difficulty was calculated by using this formula :

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

LD = Level of difficulty

R = number of students who answers it right

N = total number of students

The criteria are :

LD < 0.30 = difficult

LD = 0.31-0.70 = average

LD > 0.71-1.00 = easy

(Heaton, 1975:182)

3.6.4 Discrimination Power of the Test

Discrimination power refers to “the extent to which the item differentiates between high and low level students on that test. A good item according to this criterion is one in which good students did well, and bad students failed.” (Shohamy, 1985).

The formula is:

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

DP = Discrimination Power

Upper = Proportion of “high group” students getting the item correct

Lower = Proportion of “low group” students getting the item correct

N = Total number of students

The criteria for determining discrimination power are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = satisfactory

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

(Heaton, 1975)

3.7 Data Analysis

In order to know the students' progress in comprehending the text, the students' scores were computed by doing three activities:

- a. Scoring the Pre-Test and Post-Test scores

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

Where:

S = the score of the test

r = the total of the right answers

n = the total

- b. Tabulating the result of the test and finding the mean of the Pre-Test and the Post-Test. The mean was calculated by applying the following formula:

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

X : mean

x : the total of number of students' scores

N : number of students

- c. Drawing conclusion from the tabulated results of the test given by comparing the means of the Pre-Test and Post-Test. In order to know whether the students get any progress the following formula was used:

$$I = M2 - M1$$

Where:

I : the increase of students' ability

M1 : the average score of Pre-Test

M2 : the average score of Post-Test

(Arikunto, 2006)

3.8 Hypothesis Testing

The hypothesis was tested to see whether the teaching learning through TPS technique increased the students' reading comprehension achievement significantly or not. The repeated measure t-test was used to measure it. The hypothesis was also statistically tested by using statistical computerization through (SPSS 16) in which the significance was determined by $p < 0.05$. Therefore, the hypothesis was stated as follows:

H_0 = There is no significant difference of students' reading comprehension achievement after taught by using Think-Pair-Share (TPS) technique.

H_1 = There is a significant difference of students' reading comprehension achievement after taught by using Think-Pair-Share (TPS) technique.

V. CONCLUSION AND SUGGESTION

This chapter consists of two sub-sections, that is, conclusions and suggestions.

5.1 Conclusion

Having conducted the research at the second grade of SMP Negeri 5 Bandar Lampung and analyzed the data, the researcher can conclude that:

1. *Think-Pair-Share* can be used to improve students' reading comprehension achievement. There is a significant improvement of students' reading comprehension after being taught through Think Pair Share technique. *Think-Pair-Share* is a technique that combines both between individual learning and also collaborative learning. This technique provided the students the three basic steps that facilitated them in developing their mind. *Think-Pair-Share* technique can make students more active in the class.
2. Main Idea is the aspect that improves the most among the other aspects since the three basic steps of *Think-Pair-Share* technique provided the students to gain the main idea of the text. *Pair* and *Share* time make it easier to get the main idea since the students are allowed to discuss with their friends.

5.2 Suggestions

Based on the data in the previous chapter and the conclusion, some suggestions are recommended:

5.2.1 To English Teachers

1. For the English teachers, they should consider the time allocation for the treatments. There must be well preparation of the material and time allocation from the researcher, because the material should be delivered and explained to the students completely and clearly.
2. The teacher may apply some regulation in order to control the class to avoid too much noise during the process.

5.2.2 To Researchers

1. It is suggested for further researchers to apply *think-pair-share* technique by using other kinds of text and also different skill. For those who want to conduct the same research, it is highly recommended to balance the number of table specification in order to get the accurate data. Use an observation sheet in order to monitor students' activity in the class.

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