

**IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF
ANALYTICAL EXPOSITION TEXT THROUGH THINK-PAIR-SHARE
TECHNIQUE AT THE SECOND GRADE OF SMAN 10 BANDAR
LAMPUNG**

(A Script)

By

Arif Alexander Bastian



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF ANALYTICAL EXPOSITION TEXT THROUGH THINK-PAIR-SHARE TECHNIQUE AT THE SECOND GRADE OF SMAN 10 BANDAR LAMPUNG

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

The population of this research was the students of SMAN 10 Bandar Lampung academic year 2017/2018. The sample of this research was XI MIA 8 which consisted of 30 students. The research was conducted from January 19th to February 23rd 2018. The instrument was reading test.

The result of this research showed that there was a significant improvement of students' reading comprehension after being taught through Think Pair Share technique. It could be seen from the result of the test which showed that a significant level of $p < 0.05$ ($p = .000$), in which the students' mean score in pre test was 64.5667 increase to 89.0667 in post test with 24.5000 of gain. The data were analyzed by using t-test in which the significance was determined by $p < 0.05$. It is found that Think Pair Share technique can improve students' reading comprehension achievement. It seems that Think Pair Share improves the students' reading ability in reading text.

Keywords : Think Pair Share technique, reading comprehension, analytical exposition text.

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TECHNIQUE AT THE SECOND GRADE OF SMAN 10 BANDAR
LAMPUNG**

**By
Arif Alexander Bastian**

**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 TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

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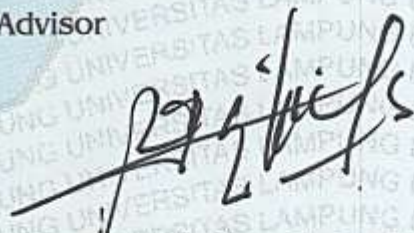
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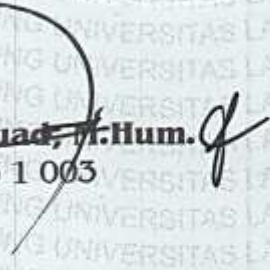
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DEDICATION

This paper is fully dedicated to My Beloved Parents, Mr. Ilyan and Mrs. Hilallinujemi and my brothers who always keep on praying for my life and always support me in accomplishing this script.

All my beloved friends

English Education Study Program 2014

MOTTO

Your life will not be changed by fate, but be transformed by the changes that you did.

-Jim Rohn

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “Improving Students’ Reading Comprehension Ability of Analytical Exposition Text through Think-Pair-Share Technique at the Second Grade of SMAN 10 Bandar Lampung”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express his sincere gratitude and respect to:

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

Bandar Lampung, June 2018

The writer,

Arif Alexander Bastian

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I. INTRODUCTION

This chapter discussed introduction of the research with several points. Covering background of the problems, identification of the problems, limitation of problems research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Beside speaking, writing, and listening, reading is an important language skill. It has been known that reading is a significant skill for those who get the knowledge in colleges, school, and course. On the other hand, reading can provide us with clear information. The purpose of reading is to get the information and answer the problems or questions faced by the people they have not known before. For instance, someone who wants to know about the update news around their life, they can get some informations from the newspaper, they should read the contents from the newspaper. For the students, actually if they have some homework from the teacher and they haven't a schema of the topic from the homework, they can browsing and surely they should read some articles to get what they want. Instance, the students find out the article, is that playing handphone for long times have the bad effect for their eyes. After they read it, they can know that playing handphone for long times have bad effect or not for eyes.

In addition, it is the same as comprehension of reading text. All students are supposed to be able to understand the main idea of the text, factual information, stated and unstated information in the text as well. Reading is the process of constructing meaning from written texts and reading comprehension is the main point of reading.

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

Students who learn English are expected to master every single language skill with reading skill as the main skill. Reading is the main skill that students have to master. It is because in many tests that students' face containing of reading text. In usual condition, reading a book, an article, or passage in English for some students is not an easy work to do. It also happens for the students test or final examination. There are almost all kinds of text appear in students final examination even in National Examination. Many students get low scores in reading section because it is hard to identify the main idea, inferences, specific information, and the word meaning of the text.

In addition, based on the pre-observation, in fact, Senior high-school 10 Bandar Lampung the english teacher said that students get some difficulties in reading comprehension that can make the teaching-learning process ineffective and inefficient. The students' lack of motivation also takes a big part in

comprehending the reading texts. Those problems may affect the students in enjoying the teaching-learning process. After that, they will not feel confident in showing their ideas because they are afraid of making mistakes. Concerning those statements above, teacher should find a way to succeed the teaching-learning process. A suitable technique is really needed to keep the students' motivation to read the whole part of the text then they can get the necessary information. Besides that, the technique should increase students' reading comprehension and make them enjoy the teaching-learning process. To solve the problems above, the techniques used should be useful which is on help students improve reading ability. There are many techniques that can be used. Think-Pair-Share (TPS) is one of techniques that is expected to be a good answer for the teacher to increase the students' reading comprehension. TPS is a technique that is followed by three steps; thinking, pairing, and sharing. Think-pair-share technique is one of the cooperative learning's techniques found by Lyman in 1981. Think-pair-share may give the students opportunity to discuss their problem in comprehending a text to another, so they are expected to be able to solve the problem together. There are some researchers that use think-pair-share technique in order to increase students' reading comprehension achievement.

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

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

Meanwhile in Indonesia, Ahyarudin (2008) found that think-pair-share technique could also increase the students' reading comprehension achievement. He compared think-pair-share technique (TPS) and Grammar Translation Method (GTM). It was found that the students' score within experimental class which 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 think-pair-share technique was able to increase the students' reading comprehension achievement.

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

Additionally, using Think-Pair-Share technique in teaching Reading is good to increase student reading achievement. Moreover, students may share the idea with their friend to obtain the best answer of the question.

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.

In addition, Think Pair Share as an effective way to improve students' reading comprehension has been previously studied by Palupi (2013). She conducted her research in SMPN 8 Bandar Lampung. The result of her research proved that there was a significant difference of students' achievement in reading comprehension in recount text before and after being taught through TPS technique. She also explained that there were three main problems that faced by the students during the implementation of this technique, that's finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in the pairing process, and focusing in the lesson by being cooperative in every steps

of this technique. Thus, teachers can consider TPS technique to improve students' reading comprehension achievement.

The previous research has investigated teaching reading through TPS technique in hortatory exposition text, recount text, and narrative text. It seems that the previous researches have not conducted studying on teaching reading through TPS technique in analytical exposition text especially in 2013 curriculum. Considering the problems above and regarding the advantages of think-pair-share above, the researcher is interested in conducting research entitled "Teaching Reading Through Think-Pair Share Technique of Analytical Exposition Text at the Eleventh Grade Students."

1.2. Identifications of the Problems

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

1. The students get difficulties in comprehending English Text. (getting the main idea, supporting detail, finding reference and making inference of the text).
2. The students might be lack of vocabulary mastery.
3. The students less frequently used reading technique.
4. The teachers use teaching methods which might be not suitable.
5. The students might be not active in teaching learning process.
6. The students' reading motivation might be low.
7. The students try to translate every single word.
8. The students frequently open dictionary while in reading activity.
9. The students feel bored while in analyzing and reading text.
10. The students are not interesting with the techniques of reading generally.

1.3. Limitations of the problem

Based on identification of problems, the researcher focuses his research on the follows :

1. The teachers use teaching method which might be not suitable.
2. The students get difficulties in comprehending English Text. (getting the main idea, supporting detail, finding reference and making inference of the text).

1.4. Formulation of Research Questions

In line with the limitations of the problem, the research questions are formulated:

1. Is there any significant improvement of the students' reading comprehension ability after being taught through TPS in analytical exposition text?
2. What aspect of reading improves the most after being taught through TPS technique?

1.5. Objectives of the Research

Pertaining to the formulation of the research questions, the objectives of the research are as follows:

1. To investigate the improvement of the students reading ability after being taught through TPS.
2. To investigate aspect of reading that improve the most after being taught through TPS technique.

1.6. Uses of the research

The uses of this research are as follows:

1. Theoretically

Theoretically the research is to investigate aspects of reading that improve after being taught through TPS technique and to investigate the significant of students' improvement after being taught through TPS technique.

2. Practically, this study can be used as:

- a. As information for those who want to teach Reading through Think-Pair-Share technique.
- b. The result of this research can be reference for those who want to analyzed the teachers' and students' problem in teaching learning activity.
- c. To be a reference for the future researchers who will replicate a research about TPS for their script.

1.7. Scope of the Research

This research have conducted at the second grade of SMAN 10 Bandar Lampung. The focus of this research is limited in what aspect of reading improves the most and to find out the significant can imorove the students after being taught through TPS. The text that will be used is analytical exposition text.

1.8. Definition of Terms

Some terms defined in order to give basic understanding of the related variables and concept. They are :

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

2. *Cooperative Learning* is a variety of teaching methods in which students work in small groups to help each other learn academic content (Slavin, 1995: 20).
3. *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 is, thinking, pairing, and sharing (Lyman, 1981).
4. An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case (Anderson and Anderson, 1997: 2 – 3).

This chapter had discussed about background of the problems, identification of the problems, limitation of problems research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. THEORETICAL FRAMEWORK

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

2.1. Reading

Reading is considered as a difficult language skill to learn as Palupi (2013) stated. As Suparman (2012) states there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text in order to get the information that is written, including identifying the main idea, finding inference, finding reference, recognizing the detailed information, and discovering the meaning of vocabularies in the reading texts. Therefore, the difficulties in comprehending the texts have been the main focused to find the solution. In addition, Suparman (2007:13) states that the most important keywords in definition of reading are to take in, to understand, to interpret, and to attribute an interpretation.

By all means, it seems that reading has an important role in the communication way. Besides obtaining the information, the others roles of the readers are to understand and interpret the information. According to Suparman (2005:1) states that there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but also they must understand the text in order to find out something or do something with the information that the readers have obtained.

2.2. Reading Comprehension

In order to obtain the information, having comprehension ability is needed by the readers. While the readers are in a reading process, actually they attempt to understand what is written through this ability. Comprehension always follows reading because there will be no reading without comprehension.

There are 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, listening to the radio or watching the 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.

2.3. Aspects of Reading

Therefore it can support the reader in order to comprehend the text. There are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well, i.e. main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1. Main Idea

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

2. Specific Information

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

3. References

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

4. Inference

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

5. Vocabulary

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

In addition, according to Suparman (2012) there are five reading aspects which help the students to comprehend the English text well, they are: main idea, specific information, references, inferences, and vocabulary. By comprehending

the reading text, the students will recognize the purpose and the important points of the text besides understanding the surface meaning of the text. In order to improve students' achievement in reading comprehension, teacher should be able to find a suitable technique in teaching reading.

The researcher assumes that Think Pair Share technique can be implemented to improve students' reading comprehension because this technique has meaningful activity for the students.

2.4. Concept of Analytical Expositions Text

An analytical exposition is a type of written text that is intended to persuade readers that something is the case. To make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, and research report.

Analytical expositions are popular among science, academic community and educated people. The generic structure of analytical exposition usually has three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion.

1. Thesis (introduction): Introducing the topic and indicating the writer's position.
2. Arguments (body): Explaining the arguments to support the writer's position
3. Reiteration (conclusion): Restating the writer's position.

2.5. Teaching of Reading

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

tackling text by developing their linguistics and background knowledge. The post reading included activities, which enhance learning comprehension. Thus, during the three-phase procedures, teacher should be able to implement a suitable strategy to improve students' reading comprehension. The objective of teaching reading is to develop students' reading skill of English texts effectively. In teaching reading the teacher should use appropriate technique to make the students able to master the materials. Therefore, technique in teaching reading should be matched with the purpose of the reading which are to read effectively and efficiently.

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

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

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

Think-Pair-Share (TPS) was developed by Frank Lyman and his collages (1981) in Maryland. It gives the students more time to think, to respond, and to help each other. There are three procedures 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 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 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 pairing step. Each of them will collect the all 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.

2.7. Think-Pair-Share in Reading

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

Eventually, Ahyarudin (2008) found that think-pair-share technique could also increase the students' reading comprehension achievement. He compared think-pair-share technique (TPS) and Grammar Translation Method (GTM). It was found that the students' score within experimental class which 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 think-pair-share technique was able to increase the students' reading comprehension achievement.

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

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.

In addition, Think Pair Share as an effective way to improve students' reading comprehension has been previously studied by Palupi (2013). She conducted her research in SMPN 8 Bandar Lampung. The result of her research proved that there is a significant difference of students' achievement in reading comprehension in recount text before and after being taught through TPS technique. She also explained that there are three main problems that faced by the students during the implementation of this technique, those are: finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in the pairing process, and focusing in the lesson by being cooperative in every steps of this technique. Thus, teachers can consider TPS technique to improve students' reading comprehension achievement.

The previous researchrs have invested about teaching reading through TPS technique in recount text and narrative text. It seems that the previous research have not conduct a research of teaching reading through TPS technique in analytical exposition text. Considering the problems above and regarding the advantages of think-pair-share above, the researcher is interested to conduct a research that will complete another research.

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

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

1. Pre activity

In this stage:

- a. The teacher 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 represent the thinking step. (THINK)

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. (Pair)

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. (Pair)

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. (Share)

3. 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.

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

So, the writer will follow the previous research of procedure to teach reading with Think-Pair-Share technique.

2.9. Advantages and Disadvantages of Think-Pair-Share (TPS) Technique

Advantages of Think-Pair-Share Technique

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

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

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

Disadvantages of Think-Pair-Share (TPS) Technique

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

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.

So, choosing Think-Pair-Share (TPS) as a technique in teaching reading can solve students' reading problems but every teaching-learning technique has its own

drawbacks. There are some disadvantages of Think-Pair-Share (TPS) as a technique as follows:

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

An example of analytical exposition text:

Cars Should Be Banned in the City

Thesis

Transportations are very important in our daily life. These days we have cars, motorcycles, buses, trains, plane, ship and etc. For people who live in the city cars are very popular since not everybody can afford airplane tickets. But for many problems caused by cars, it would be best if cars are banned in the city

Arguments

Firstly, cars contribute most of the air pollution in the world. Air pollution can increase global warming. Cars also emit deadly gases that make people get some serious illnesses such as bronchitis, lung cancer, and asthma. Secondly, city is a very busy place. People share the roads with other vehicles and also pedestrians. Bad drivers sometimes hit pedestrian and cars today are our roads biggest killer. Thirdly, cars' engine is very noisy so that if your home is in the road side, you may find it hard to sleep or concentrate in doing your work.

Reiteration

In conclusion, cars should be banned in the city for the reasons listed. There is no reason to let a person drives a two ton death machine in such a crowd place like city.

2.10. Assumption

Reading is considered as one of skills that the students need to master. Students of Senior High School have to master many kinds of text. Reading is not only a process of seeing from one symbol to the other. The readers are supposed to understand about what the writer wants to talk about. By having an ability to comprehend the text, the reader hopefully will not only read but also will get the information which written in the text. Therefore, appropriate technique is really needed to help the students in order to get the information of text. Think-Pair-Share (TPS) technique might be the solution. This technique has three steps that the researcher assumes that TPS technique is an effective technique in improving students' reading comprehension achievement. Think-Pair-Share is a technique that combine both between individual learning and also collaborative learning. This technique provided the students the three basic steps that facilitated the students in developing their mind. In "Think Time", the students could develop their thinking about the text they got. In this section, they thought about the text and developed their mind by gathering all the information before they go on to the next procedure. The second section was "Pair section". From this section the students were able to talk about their thinking about the text with their pair. And the last was "Share section". The students was facilitated in the advanced pair discussion. The students discussed the information they got from the "Think Time" and also in the "pair time". So in the share times students found new things that they had know yet and also their knowledge be better than before.

2.11. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows: There is significant difference of the students' reading comprehension achievement after being taught through Think Pair Share (TPS) technique of analytical exposition texts.

Specific information is the most improvement aspects of reading. Because TPS has three basic procedures (Think, Pair and Share) provided the students to gain more information of text with these three procedures.

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

III. METHODS

This chapter told with research design, population and sample, instrument, data collecting technique, research procedure, try out of the instrument, scoring system, data analysis, and hypothesis test.

3.1. Research Design

In conducting this research, the writer used experimental method. This research is quantitative. The researcher used the one group pretest post test design, in which the data were used and tend to use statistic measurement in deciding conclusion (Hatch and Farhady, 1982: 22). The class got the treatment from the researcher and also got pre-test and post-test. The purpose of this research were to investigate what aspects of reading that improve most and was there any significant after being taught through Think-pair-share technique. This research design of this research was discribed as follows:

T1 X T2

Which are :

T1 : Pre-test

X : Treatment (Three Times using TPS technique)

T2 : Posttest

(Hatch and Farhady, 1982 :20)

3.2. Population and Sample.

The samples of this research were the students in SMAN 10 Bandar Lampung. The research would take at eleventh grade of senior high school. There were eight classes 2017/2018 academic year. The class that I used as a sample consist of 30 students. In this research, the researcher only took one class as the sample of the research and one class as try out class. The sample was taken randomly by using lottery.

3.3. Instrument

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

3.4. Data Collecting Techniques

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

1. Pre-test

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

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

2. Post-test

The post-test was given to the students after the treatments to find out the significant difference between the score of the students' reading comprehension achievement after being taught through Think Pair Share technique in analytical exposition text. The result of post-test was compared with the result of pre-test. The test consists of 40 multiple choices items consisting of four options (A, B, C, and D) in 60 minutes.

That was the explanation about the data collecting technique.

3.5. Research Procedures

This research would be conducted based on the following procedures:

1. Determining the Sample

The reseacher took one class in the second year of SMA Negeri 10 Bandar Lampung. The sample was taken in one class consist of 30 students.

2. Conducting the Pretest

The pretest was administrated in order to measure the students' reading skill achievement before being taught through TPS. The pretest was in form of reading test which is in multiple choice and matching all in 40 items in 60 minutes.

3. Select the Material

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

4. Treatment

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

- a) Pre Activity
- b) Whilst Activity
- c) Post Activcity

5. Administering Posttest

The post-test was given to the students in experimental class after the treatment of teaching reading comprehension achievement through Think Pair Share technique, to know whether the students' reading comprehension achievement increase or not. It took 60 minutes and used 40 items of multiple choice tests with four options (A, B, C and D).

6. Analyzing Data

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

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

3.6. Try Out of the Instrument

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

3.6.1. Validity

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

A. Content Validity

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

B. Construct Validity

Setiyadi (2006) says that if the instrument just measures one aspect, for example vocabulary, the construct validity can be measured by evaluating all item in the test. If all items have measured vocabulary mastery, this instrument has fulfilled construct validity. Shohamy (1985) says that the construct validity is concerned whether the test is actually in line with the theory or not. We can conclude that constrfuct validity is to measure or pointing on the constistency of the test and the theory used.

Table 1. Table of reading Test

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

3.6.2. Reliability

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

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

Where:

r1 : Reliability between odd and even

x : The total number of odd number items

y : The total number of even number items

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

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

Where:

r_k : The reliability of the whole test

r_{xy} : The reliability of half test

The criteria of the reliability are:

0.90-1.00 : High

0.50-0.89 : Moderate

-.49 : Low

The Research prepared 50 items of multiple choices test. The students were given for about 90 minutes to do the tryout test. The reability was analyzed using the Spearment Brown Prophecy Formula. The test is reliable if reliability test reach 0.50. As the result, the reliability of this test 0,9197. Based on the criteria of reliability presented by Hatch and Farhady (1982:268), this test had high reliability in range 0.9000-1.00. It showed that this instrument would produce the consistent result when administered under similar condition to the same participant and in different time (Hatch and Farhady, 1982:244).

3.6.3. Level of Difficculity

To see the level difficulty, the researcher will use the following formula:

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

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

3.6.4. Discrimination Power

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

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

Where:

DP : discrimination power
 U: the proportion of upper group students
 L : the proportion of lower group students
 N : total number of students

The criteria of discrimination power are:

0.00 – 0.19 : poor
 0.20 – 0.39 : satisfactory
 0.30 – 0.69 : good
 0.70 – 1.00 : excellent
 - (negative) : bad items, must be omitted
 (Heaton, 1975:182)

3.7. Scoring System

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

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

Where:

S: The score of the test

R: The total of right answer

N: the total.

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

3.8. Data Analysis

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

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

3.9. Hypothesis Testing

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

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

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

The criteria are:

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

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

These are the explanation about the method related to the research.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions. The suggestions are proposed for teachers and for other researchers who are going to replicate the research.

5.1. Conclusions

In line with the results of the data analysis and discussion, the conclusions of the research are:

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

5.2. Suggestions

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

1. For the teacher

After having research, the researcher suggests the English teacher should go and monitor over the class during the students have discussion. Because, 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*). Then, there must be good preparation and time allocation, because the materials have to be explained and delivered to the students clearly. The teachers also have to make a clear regulation in order to control the class, to make sure that the students can follow the instruction and focus to the material.

2. For further research

This research almost done in senior high school level. It is suggested for further researchers to conduct this technique on different level of students and also in different skill. In the junior high school this technique has not implentation in all level class yet. Use an observation sheet in order to monitor students' activity in the class. Make sure that the try out test item already good in order not to drop too many items for pretest and post-test.

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