

ABSTRACT

THE USE OF THINK-PAIR-SHARE (TPS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA NEGERI 15 BANDAR LAMPUNG

By

Frilly Fadhilah Lestari

The aims of this research were to find out whether there was an improvement in students' reading comprehension and to examine which aspect of reading that improves the most after being taught by using Think-Pair-Share (TPS) technique. This was a quantitative research where one-group pre-test and post-test were employed. The sample of this research was tenth grade students of IPS 3 in SMA Negeri 15 Bandar Lampung in academic year 2018/2019. The data were obtained by conducting pre-test and post-test. The data were analyzed by using Repeated Measure T-test by using Statistical Program for Social Science (SPSS) 16.0 program.

The finding of this research showed that the significant value was 0.00, which meant it was lower than 0.05. It indicated that H_1 is accepted, so that there was an improvement in students' reading comprehension after being taught using Think-Pair-Share (TPS) technique. The result of this research also signified that aspect of main idea was the most significant improved aspect among others. Statistically, it was proved by using One-Way ANOVA computation on SPSS 16.0. It indicated that H_1 is accepted, so that there was an aspect of reading that improved the most after being taught by using Think-Pair-Share (TPS) technique. Briefly, it can be concluded that Think-Pair-Share (TPS) technique could be used as an alternative technique to improve reading comprehension achievement.

Keywords: *think pair share technique, reading comprehension, narrative text*