

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

**(A Script)**

**By  
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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2019**

## ABSTRACT

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

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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*

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**Frilly Fadhilah Lestari**

**A Script**

**Submitted in a Partial Fulfillment of  
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**in**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
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BANDAR LAMPUNG  
2019**

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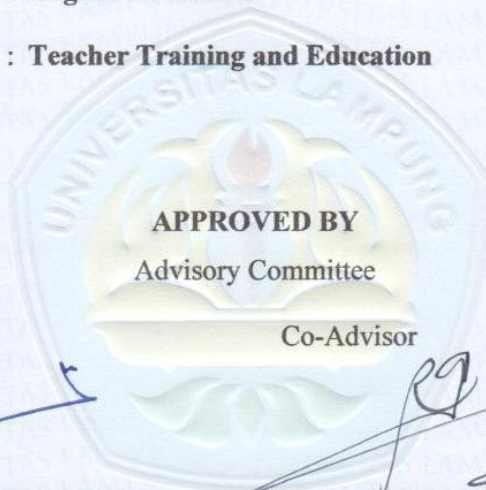
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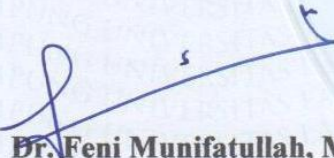
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, Juli 2019



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## **CURRICULUM VITAE**

The writer's name is Frilly Fadhilah Lestari. She was born in Bandar Lampung, on March 4<sup>th</sup> 1997. She is the second child of a greatest couple, Ir. Mofril and Dra. Laili Sari. She has one sister named Frilly Sakina Ramadhani, S.E., and one brother named Wahyu Muhammad Raihan.

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## DEDICATION

*By the name of Alloh Subhanahu wa Ta'Ala, this script is proudly dedicated to:*

My dearest parents, Ir. Mofril, and Dra. Laili Sari

My beloved sister, Frilly Sakina Ramadhani, S.E.

My beloved brother, Wahyu Muhammad Raihan

My entire family

My lecturers at English Department

My incredible fellows of English Department 2015

My almamater, University of Lampung



## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

"Karena sesungguhnya, sesudah kesulitan itu ada kemudahan."(5)

"Sesungguhnya, sesudah kesulitan itu ada kemudahan."(6)

(Q.S. Al-Insyirah: 5-6)

وَالِى رَبِّكَ فَارْغَب ﴿٨﴾

"dan hanya kepada Rabb-mulah hendaknya kamu berharap."(8)

(Q.S. Al-Insyirah: 8)

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It is necessary to be known that the script would never have come into existence without any supports, encouragements, and assistances by several outstanding people. Therefore, the writer would like to take this opportunity to address her sincere gratitude and honor to:

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Last but not least, the writer expects that the script will be meaningful to readers and will be beneficial for other researchers who want to conduct similar research.

Bandar Lampung, June 23<sup>rd</sup>, 2019

The writer,

Frilly Fadhilah Lestari

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## **I. INTRODUCTION**

This chapter discussed the introduction of the research which deal with several points such as the background of the problem, identification of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Research**

Reading is one of crucial language skills. The importance of reading is not only related to the development of knowledge but it is also related to people thinking capability (Harrison, 2004). Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotional, as well as verbal intelligence in communication abilities and longer-term education outcomes.

Reading is an interactive process between a reader and text (Shihab, 2011). It is a process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It can be defined that the readers construct the meaning of the text by trying to correlate the text that they read with their background knowledge.

However, the majority of students in SMA Negeri 15 Bandar Lampung find the difficulties in reading. Many students with adequate decoding skills have difficulties on understanding what they read (Elwer, 2014). The researcher found some problems while conducting the pre-observation in SMA Negeri 15 Bandar Lampung. First, the students found it difficult to comprehend the text because of their lack of vocabulary. It also affected students' interest to read the text because they felt confused about the meaning. Second, based on the interview with the students, they said that the teacher used DRA (Direct Reading Activity) in teaching reading. The teacher asked the students to read the whole text and answer the following questions based on the text. There was no particular technique used by the teacher so that the students were not able to involve actively in teaching-learning process. The last was the students found it hard to deal with a long paragraph. It was difficult for them to understand the content of the text such as identifying the main idea, finding the reference, finding the inference, recognizing detailed information and discovering the meaning of vocabularies.

Furthermore, students need an appropriate technique to increase their interest in reading so that they can achieve the reading goals and improve their reading capability. The teacher should give the students more activities which can attract their attention in the teaching-learning process. Therefore, the technique should increase students' reading comprehension and make them enjoy the teaching-learning process.

Concerning those statements, a suitable technique is really needed to keep the students' motivation to read the text so that they can get the necessary information. There are some applicable techniques to improve students' reading comprehension



ability, one of them is the Think-Pair-Share (TPS) technique. Think-Pair-Share (TPS) technique is a cooperative learning strategy that can encourage and support students' higher level thinking. It is developed by Frank Lyman and his colleagues in 1981. Think-Pair-Share (TPS) technique is a strategy design to enable the students to formulate their individual ideas and share the ideas with other students (Robertson, 2006). Most activities in Think-Pair-Share (TPS) require the learners to solve some problems in a cooperative way. This technique gives the opportunity for the students to work individually and in a group by following some steps. The students are instructed to think about a specific topic, work in pair with another student to discuss their own ideas, and then share the ideas with another group. It gives the students an opportunity to discuss their problem in comprehending a text with other students so that they can find the solution to solve it together.

Considering the problems and regarding the advantages of Think-Pair-Share (TPS) technique above, the researcher was interested to conduct a research entitled "The Use of Think-Pair-Share (TPS) Technique in Teaching Narrative Text to Improve Students' Reading Comprehension at SMA Negeri 15 Bandar Lampung".

## **1.2. Research Questions**

As a reference to the explanation of the background above, the research questions are presented by the researcher as follows:

1. Is there any improvement in students' reading comprehension after being taught by using Think-Pair-Share (TPS) technique?

2. Which aspect of reading that improves the most after being taught by using Think-Pair-Share (TPS) technique?

### **1.3. Objectives of the Research**

By relating to the formulation of the problems, the objectives of the research were as follows:

1. To find out whether there is any improvement in students' reading comprehension after being taught through Think-Pair-Share (TPS) technique.
2. To find out the aspect of reading that improves the most after being taught through Think-Pair-Share (TPS) technique.

### **1.4. Uses of the Research**

The uses of this research were as follows:

1. Theoretically, this research is to find out whether there is any improvement of students' reading comprehension after being taught through Think-Pair-Share (TPS) technique or not.
2. Practically, this study can be used as:
  - a. Information for those who wants to teach reading through Think-Pair-Share (TPS) technique.
  - b. To be a reference for the next researchers who will do a research about Think-Pair-Share (TPS) for their script.

### **1.5. Scope of the Research**

The research conducted in the first grade students of SMA Negeri 15 Bandar Lampung. This research focused on using Think-Pair-Share (TPS) technique to find out whether the Think-Pair-Share (TPS) technique can improve students' reading achievement in narrative text. This research also measured students' understanding of main idea, finding supporting details, references, inferences and vocabulary to find out what aspect that would improve the most after being taught through Think-Pair-Share (TPS) technique. Narrative text was used as the material of the learning process since narrative text is contained in syllabus for senior high school.

### **1.6. Definition of Terms**

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

1. Reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences. Reading comprehension is the process of constructing meaning from the text. The process of comprehending the text involves decoding the writer's words and the use of the reader's background knowledge to construct an approximate understanding of the writer's idea.
2. Think-Pair-Share (TPS) technique is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to

think about a response, and then asks students to share their ideas with their partner. This task gives them an opportunity to collect and organize their thoughts. "Pair" and "Share" components encourage learners to compare and contrast their understanding with others.

3. Narrative text is the text that tells the events that happened in the past that consists of problem-solving such as folktale, legend, and fable. The purpose of the text is to entertain or amuse the readers or listeners about the story.

This chapter had discussed the background of the problem, identification of the problem, research question, the objective of the research, uses of the research, scope of the research, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter discussed several points related to the theories used in this study, such as relevant of studies, concept of reading, aspects of reading, teaching reading, narrative text, Think-Pair-Share (TPS) technique, advantages and disadvantages of Think-Pair-Share (TPS) technique, theoretical assumption, and hypothesis. The theories were explained as follows.

### **2.1. Relevant Studies**

There were several researchers who use Think-Pair-Share (TPS) technique to see whether it can improve students skills or not. The first research indentified that the use of Think-Pair-Share (TPS) technique can improve students' reading comprehension in a descriptive text (Muryani & Iman, 2017). There was an improvement in experimental and control groups' average scores after being taught by using Think-Pair-Share (TPS) technique, which means that the null hypothesis was rejected and alternative hypothesis was accepted.

The second research found that the Think-Pair-Share (TPS) strategy is successful to improve the speaking ability of the first year students at the Islamic Education Department of STAIN Ternate after being implemented in two cycles. The two cycles consider two criteria, namely the students' spoken test results and the students' active involvement during the implementation of the strategy (Usman,



2015). Think-Pair-Share (TPS) technique can be stated as an effective strategy because there was a significant improvement performed by the students from Cycle 1 to Cycle 2.

The third study reported that averages scores of students in every evaluation keep improving. It can be concluded that there was a significant improvement on the students' achievement in writing descriptive text by applying the application of Think-Pair-Share (TPS) method (Siburian, 2013). The score continuously improved from the first evaluation to the third evaluation. The observation result showed that the students give their good attitudes and responses during teaching and learning process by applying the application of the Think-Pair-Share (TPS) method. In addition, the application of Think-Pair-Share (TPS) method significantly improves students achievement in writing descriptive text.

The next research signified that the use of Think-Pair-Share (TPS) technique improves the students' speaking skill (Cahyani, 2018). The researcher found that the students got a better score and result in their speaking performance after they got some treatments. It showed the improvement of the students learning outcomes in the experimental group. This technique increased the students' participation during the teaching and learning process. The result proved that the alternative hypothesis of this research was accepted and the null hypothesis was rejected.

The last research shows there was a significant effect in students' mean score speaking competency and students' self-confidence of the second-grade students in SMPN 6 Singaraja by using Think-Pair-Share (TPS) strategy than using

Conventional strategy (Utama, Marhaeni, & Putra, 2013). Analysis result proved that the students' self-confidence who were taught through Think-Pair-Share (TPS) strategy was in good qualifications with scores 145.81 and a standard deviation (Sd) is 6.49, while the students' mean scores in speaking competency was also in good qualifications with scores 23.64 and a standard deviation (Sd) is 3.08.

**Table 1. Summary of the Result of Relevant Studies**

No.	Researcher	Method	Research Question	Result
1.	(Muryani & Iman, 2017)	Think-Pair-Share (TPS)	Is there any significant improvement on the tenth graders' reading comprehension?	The use of Think-Pair-Share (TPS) technique improved students' reading comprehension in descriptive text.
2.	(Usman, 2015)	Think-Pair-Share (TPS)	Is there any significant improvement in students' speaking ability?	Think-Pair-Share (TPS) technique improved students' speaking ability.
3.	(Siburian, 2013)	Think-Pair-Share (TPS)	How do Think-Pair-Share (TPS) method to improve the students' achievement in writing descriptive text?	The study proved Think-Pair-Share (TPS) method could significantly improve students' achievement in writing descriptive text.
4.	(Cahyani, 2018)	Think-Pair-Share (TPS)	Is there any impact of Think-Pair-Share technique in teaching speaking performance?	Think-Pair-Share (TPS) technique successfully improved students' speaking performance.

5.	(Utama, Marhaeni, & Putra, 2013)	Think-Pair-Share (TPS) and Conventional strategy	Is there any significanceeffect of Think Pair Share on students' self-confidence and students' speaking competency?	Think-Pair-Share (TPS) technique gave significant effects to students' speaking competency and students' self-confidence.
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Based on the five previous studies above on the use of Think-Pair-Share (TPS) technique, the researcher conducted a research in teaching reading comprehension in a narrative text through Think-Pair-Share (TPS) technique as well.

Although the technique was the same, there was a difference in implementing the technique. In the previous studies, the researchers used Think-Pair-Share (TPS) technique to find out the effect of the technique in writing, speaking and students' self-confidence. Moreover, the technique was also used in improving students' reading comprehension in descriptive text, while in this research, the researcher used Think-Pair-Share (TPS) technique to improve students' reading comprehension in narrative text.

## 2.2. Reading

Reading is not exhausted merely by decoding the written word or written language, but rather anticipated by and extending into knowledge of the world (Freire, 1983). It can involve students' prior knowledge of the learned language and the students' understanding of written forms. Through reading, the readers activate their minds to get the meaning and information while interacting with the written text.

Furthermore, reading is seen as a tool for gaining new knowledge and rethinking current knowledge (Perason, Roehler, Dole, & Duffy, 1990). Therefore, by reading actively, the readers bring their background knowledge, emotion, and experience to construct their idea in understanding the meaning of the text. While reading, the readers will try to construct the writer's idea, feelings and imagine the visual images during reading the text. Reading is more than letter recognition, but involves determining meaning and context (Mckee, 2012). Reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition.

Comprehension is the process of constructing a supportable understanding of a text (Neufeld, 2005). Reading cannot be separated with comprehension. It refers to the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. In other words, when the readers read a text, they need to comprehend what the writer tells about and grasp the meaning from the writer's idea in a text. The understanding attained by critical reading of a text implies perceiving the relationship between text and context (Freire, 1983).

In brief, reading is an interactive and critical thinking process between the readers and the text. Reading skill is not a matter of reading only, but the reader should comprehend the text that they have read. While the readers are in the reading process, they are required to construct their idea in understanding the meaning of the text. Reading and comprehension are one activity to grasp the meaning of written materials with full understanding.

### 2.3. Aspects of Reading

There are five reading aspects which help the students to comprehend the English text well, i.e. main idea, specific information, references, inference, and vocabulary (Nuttall, 1982). These aspects were explained below:

#### 1. Main Idea

The main idea is called the topic sentence. It is important because the main idea becomes the main point or concept that the author wants to communicate to the readers about the topic. Sometimes the author does not state the main idea directly. This requires the readers to look closely at the content –at specific words, sentences that are used and repeated- to sum up what the author is talking about. The example question of main idea as follows: “*What is the main idea of the last paragraph?*”

#### 2. Specific Information

Specific information is called as a supporting sentence. It refers to the precise fact, examples, incidents, comparison, analogies, description, causes, an effect of something mentioned in the text to develop the topic sentences. The readers can obtain detailed information by reading the whole text. The example question of specific information as follows: “*Who is Sidopekso?*”

#### 3. Reference

References are words or phrases which show the readers to find the meaning of the word that will be found elsewhere in the text. Reference is used to avoid unnecessary repetition of words or phrases. The reader can find the meaning of the unknown words or phrases by themselves. The unknown



word might represent another word that is written in the sentence before that word. The example question of making reference as follows: *“The word “her” (line 2 paragraph 3) refers to...”*

#### 4. Inference

Inferences refer to the unknown words or phrases that the author implies or suggests. The readers may identify the words or phrases by predicting or guessing available facts and information in the text. The reader may be able to make an interpretation of a passage in order to give them the rough idea. The example question of making inference as follows: *“The following statement below are true, EXCEPT...”*

#### 5. Vocabulary

Vocabulary is the fundamental thing for those who want to produce something both spoken and written. In reading, the more vocabularies a person has, the easier it will be for her or him to grasp the meaning in a text. The example question of vocabulary as follows: *“...she would take the villagers’ belonging.” The underlined word has a contrary meaning to...”*

### 2.4. Teaching Reading

Teaching is an activity to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge (Brown, 2000). In hence, teaching cannot be defined apart from learning. It is because teaching facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning (Brown, 2000).

Basically, students have the background knowledge that can influence their reading comprehension ability. However, they have limitations to exploit the background knowledge that they have. Therefore, the purpose of teaching reading is to help the students to increase their ability in reading comprehension and develop students' reading skill of English text efficiently and effectively. So, it is important for the teacher to provide the material which is appropriate for the students' interest and need.

Therefore, to achieve the purpose of teaching reading, the teachers should find an appropriate technique to be used that can stimulate students to be actively involved in the learning process. From the explanation above, the researcher assumed that by applying an appropriate technique, students' interest and achievement in reading and reading comprehension would be increased. Think-Pair-Share (TPS) is one of the techniques that can be applied in senior high-school level because it will provide effective, efficient, independent, and responsible process.

## **2.5. Narrative Text**

Narrative text is a type of text that tells a story which has a purpose to present a view of the world that entertains the reader or listener (Anderson & Anderson, 1997). The narrative text deals with a story which presents a set of experience of the world life. It is because in most of cases, narrative text is not just entertaining but also conveying the moral value of the story to the readers. Furthermore, there are five main parts of narrative text (Anderson & Anderson, 1997). The generic structures of a narrative text are drawn as follows:

### 1. Orientation

The readers are introduced to the main characters and possibly some minor characters. Some indications of where the action is located and when the event is taking place are generally given in this paragraph.

### 2. Complication

This is where the problems in the story develop. The complication consists of serious events which something unexpected happen.

### 3. Sequence of events

The sequence of the events is a number of events or things that come one after another in a particular order. This is where the narrator tells how the characters react to the complication. The event can be told in chronological order (the order in which they occur) or with a flashback.

### 4. Resolution

Resolution is when the problem finds a way out to be resolved.

### 5. Coda

Coda is a closing remark to the story. Usually, coda consists of a moral lesson/moral value from the writer.

According to the explanation above, it can be concluded that narrative text is a text that deals with a story which presents a set of experience which has a purpose to entertain or amuse the readers or listeners. A good narrative text has to complete the generic structure such as orientation, complication, and resolution.

## **2.6. Think-Pair-Share (TPS) Technique**

Think-Pair-Share (TPS) technique is a strategy design to enable the students to formulate their individual ideas and share the ideas with other students (Robertson, 2006). Think-Pair-Share (TPS) technique is a technique which designed to provides students time to think about a given topic by giving them an opportunity to formulate their individual ideas before they share them with other students. The technique provides an opportunity for all the students to experience working individually and working in a group. Think-Pair-Share (TPS) technique encourages student participation in discussing and promotes forming and critiquing arguments both in small and large groups (Sampsel, 2013). This technique allows the students to think about the problem individually, then they work in pairs to solve the problem and finally share their ideas with the class. It helps students construct a conceptual understanding of a topic, develop the students' ability to filter the information and make conclusions, and also develop the students' ability to consider another point of view. This technique consists of three basic steps as follows:

### **1. Thinking**

First, the teacher begins by giving a text which has been divided into two parts. After that, the teacher asks the students to read the text and gives them time to think about the text individually.

### **2. Pairing**

Second, the students have to find their partner who has a different part of the text. Each of the students has to discuss and share the ideas which contained in

the part of the text that they have read. After that, they will combine the ideas in order to get the whole ideas of the text.

### 3. Sharing

The final step, once partners have had ample time to share their thoughts and have a discussion, the teacher expands the "share" into a whole-class discussion. The teacher allows each group to choose who will present their ideas and questions that they have to the rest of the class. After the representative of the group has conveyed his or her idea, the other students are allowed to give comment or suggestion.

This technique increases the students' sense of involvement in classroom learning that is directed to work both individually and collaborative contribution by giving and taking information from each other.

## **2.7. Advantages and Disadvantages**

Think-Pair-Share is a cooperative learning strategy that encourages students to work together to solve problems or answer questions on the assigned topic (Lynman, 1981, in Kwok & Lau, 2015). It involves students working together to achieve common goals or complete group tasks – goals and tasks that they would be unable to complete by themselves (Gillies, 2016). There are several advantages of Think-Pair-Share (TPS) as a technique in teaching learning process (Allen, 2007) as follows:

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 on 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 the students will tell the information that she/he has to their pair.
5. It engages students in active learning. This technique can force the students who are passive to be active because in pairing and sharing step, each of them should join and invite their friends to discuss.
6. It invites students to share their understanding in both kinesthetic and visual modes. While the student is explaining in the sharing step, they usually use body language and face-to-face interaction to send their information to their friends.

However, the Think-Pair-Share (TPS) technique also has disadvantages as follows:

1. Time Consuming

It takes much time in applying the Think-Pair-Share (TPS) technique.

2. Domination of Certain Students

Some students dominate the process. Students who have more background knowledge and the students who have higher self-confidence have more opportunities to convey their ideas than other students.

### 3. Limited Information

Each student has a different understanding ability. The information can be limited if the students are not able to elaborate their ideas which cause the other students only get a few information from their friends.

## **2.8. Theoretical Assumption**

Think-Pair-Share (TPS) technique might be the solution to increase students' interest in reading. Think-Pair-Share (TPS) technique has three steps that the researcher assumed that the technique is effective in improving students' reading comprehension achievement. The previous researchers prove that Think-Pair-Share (TPS) technique successfully improved students' skills, not only in reading comprehension but also in another skill such as speaking. Think-Pair-Share (TPS) technique provides students time to think about a given topic by giving them an opportunity to formulate their individual ideas before they share them with other students.

The implication of Think-Pair-Share (TPS) technique in this research was expected to develop students' achievement especially in reading. Since this technique focuses on how students' develop their reading ability and how the students maximize their thinking capability to construct a conceptual understanding of a text, the researcher deemed that it can give more benefits to the students in reading comprehension.

## 2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypotheses in this research as follows:

1. H<sub>0</sub>: There is no improvement in students' reading comprehension after being taught through Think-Pair-Share (TPS) technique.
2. H<sub>1</sub>: There is an improvement in students' reading comprehension after being taught through Think-Pair-Share (TPS) technique.

The researcher also analyzed what aspect of reading skill that improves the most after being taught by using Think-Pair-Share (TPS) technique. The researcher used One-Way ANOVA in SPSS 16.0 for windows to analyze the data. This hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if  $\text{sig} < \alpha$ . It means that the probability of error in the hypothesis is only about 5%. The hypothesis can be seen as follows:

1. H<sub>0</sub>: There is no aspect of reading that improve the most after being taught through Think-Pair-Share (TPS) technique.
2. H<sub>1</sub>: There is an aspect of reading that improve the most after being taught through Think-Pair-Share (TPS) technique.

These are the explanation of some theories related to the research. The theories are used as references to conduct the research.



### **III. METHOD**

This chapter discussed about the following topics such as research design, population and sample, variables, instruments of the research, scoring system, data analysis, teaching procedures, research procedure, and hypothesis testing. In this research, the researcher used the design based on the theory from Hatch & Farhady (1982), Setiyadi (2006), and Shohamy (1985).

#### **3.1. Research Design**

The purpose of this research was to find out whether there is an improvement in students' reading comprehension after being taught by using Think-Pair-Share (TPS) technique. This research was a quantitative research where one-group pre-test and post-test were employed (Hatch & Farhady, 1982). The researcher used One Group Pre-Test Post-Test design since this research only used one class as the experimental class to see the comparison of the result before and after the treatments. There was one class which got pre-test, treatments, and post-test from the researcher so that the class received intense and planned treatments to obtain the maximum result. The pre-test was given before the treatment and the post-test was conducted after the treatment. The pre-test was conducted to find out the students' ability before the treatments to see whether the Think-Pair-Share (TPS)

technique was able to increase the students' reading achievement. This research design was represented as follows:

### **T1 X T2**

Notes:

T1: Pre-test

T2: Post-test

X: Treatment (teaching reading using Think-Pair-Share (TPS) technique.)

(Setiyadi, 2006)

### **3.2. Population and Sample**

The population of this research was the first year students of SMA Negeri 15 Bandar Lampung academic year 2018/2019 which consisted of nine classes, five classes for students majoring in science and four others for students majoring in social. Each class consisted of 30-35 students. In this research, the researcher used Cluster Random Sampling technique. Cluster Random Sampling is used when the population does not consist of individuals, but consist of groups or clusters (Margono, 2004). In this research, the researcher used two class. The first class was used as the try out class and the other class was used as the experimental class which got pre-test, three times treatments, and post-test.

### **3.3. Variables**

Variable can be defined as anything which has a quantity or quality that varies. In terms of its relation, variables can also be classified based on the role of the variable in relation to other variables. Therefore, in this research, there were two

variables, they were dependent variable and independent variable. Reading comprehension as the dependent variable (Y) that means the main variable that a researcher is interested in to observe and measure to determine the effect of the independent variable. Meanwhile, Think-Pair-Share (TPS) technique as the independent variable (X) referred to a variable which has a function that affects the dependent variable.

### **3.4. Instruments of the Research**

Data had an important role in a research. In doing the research, the researcher collected some significant data by doing the experimental teaching. To collect the data, the researcher had to use the instrument of collecting data. In order to obtain an appropriate data, the researcher collected the data by using reading test in the form of multiple-choice questions and treatments as the instruments. The test was supposed to be able to measure learning outcome which distinguished every single students' ability before and after they were taught by using Think-Pair-Share (TPS) technique.

#### **3.4.1 Developing Instrument**

In order to prove whether the test of reading had good quality, it must be tried out first. It could be concluded as good quality if it had good validity, reliability, level of difficulty, and discrimination power.

##### **3.4.1.1. Validity**

Test is considered valid if the test measures the object to be measured and suitable with the criteria. It means that a test can be considered to be valid if the test can accurately measure the quality of a test. The test should reflect

all the areas to be assessed in suitable proportions and represent a balanced sample. The researcher used face, content and construct validity to measure whether the test had good validity. Criterion-related validity is concerned with measuring the success in the future, as in replacement test. Three types of validity that will use in this research are:

a. Face Validity

Face validity could easily be called surface validity or appearance validity since it merely a subjective, superficial assesement of whether the measurement procedure we use in a study appears to be valid measure of a given variable or construct. If the redaction of the content is appropriate and gramatically correct, then the test has fulfilled face validity.

b. Content Validity

Content validity is the extent to which a test measure a representative sample of the subject matter content, the focus of content validity was adequacy of the sample and simply on the appearance of the test. In this study, the try-out, the pre-test, and the post-test were in form of multiple choices. Furthermore, narrative text is in the second semester of the first year of Senior High School. The test was based on English curriculum and the syllabus K-13 for Senior High School. It meant that the instrument has fulfilled content validity.

c. Construct Validity

Construct validity measures whether the construction has already referred to the theories meaning that the test construction has already in line with the objective of the learning. Construct validity is used to measure certain

aspects of reading which are supposed to measure. Construct validity can be measured by evaluating all item in the test. The researcher made five indicators of the test, they were determining the main idea, finding specific information, infering, refering, and vocabulary. The test compared to the table of specification to know whether the test has a good reflection of what had been taught. If the items on the test have measured students' reading comprehension, this instrument has fulfilled construct validity.

### 3.4.1.2. Try-out of the Instrument

The try-out was used to determine the quality of the data collecting instrument of the research, such as reliability, validity, level of difficulty, and discrimination power. The try-out test was conducted in the first meeting in try-out class. It consisted of 40 questions of multiple choices and the time allocation was 60 minutes. The class which was selected for the try-out class was X IPS 4. The test can be specified good if it is reliable and valid. The composition of the test items was showed in the table below.

**Table 2. Specification of Try-out Test**

No.	Reading Skills	Items Number	Precentage
1.	Main Idea	1, 6, 11, 19, 23, 30, 31, 38	20%
2.	Specific Information	2, 9, 12, 17, 25, 26, 33, 37	20%
3.	Reference	5, 7, 15, 20, 24, 29, 34, 39	20%
4.	Inference	3, 8, 13, 18, 21, 28, 35, 40	20%
5.	Vocabulary	4, 10, 14, 16, 22, 27, 32, 36	20%
<b>Total</b>		<b>40 items</b>	<b>100%</b>

Before the pre-test was conducted, the researcher administered a try-out test on January 23<sup>rd</sup>, 2019 in X IPS 4 SMA Negeri 15 Bandar Lampung. The class consisted of 34 students. X IPS 4 class was choosen randomly to

analyze the reliability, level of difficulty, and discrimination power to achieve a good test instrument criteria. The students were given 40 items of multiple choices questions which contained five options (A, B, C, D, and E). The students were required to finish the test within 60 minutes. After analyzing the data, the researcher obtained that 30 items were good and 10 items should be dropped from the test.

#### **3.4.1.3. The Result of the Try-out Test**

After conducting the try-out test, the result can be seen in the table as follows:

**Table 3. Result of Try-out Test**

<b>Criteria</b>	<b>Items</b>	<b>Discussion</b>
<b>Bad</b>	<b>9</b>	<b>Dropped</b>
<b>Poor</b>	<b>4, 6, 15, 16, 21, 30, 33, 34, 35</b>	<b>Dropped</b>
<b>Satisfactory</b>	<b>1, 2, 5, 7, 11, 12, 13, 17, 18, 19, 22, 24, 24, 25, 26, 27, 28, 29, 31, 32, 36, 37, 38, 39, 40</b>	<b>Administered</b>
<b>Good</b>	<b>3, 8, 14, 20</b>	<b>Administered</b>

Based on table 3 above, there was 1 item which had negative discrimination (bad) and there were 9 items which were poor and should be dropped. Based on try-out test related to the criteria level of difficulty, the try-out test consisted of 3 difficult items, 2 items were considered easy, and 35 items were average. Discrimination power of the items showed that there was 1 bad item and 9 poor items that should be dropped and there were 26 items which were satisfactory and four items which were good and should be administered. The result of try-out level of difficulty and discrimination power could be seen in appendix 5.

In reference to the table above, Split-Half technique was used to find the reliability of the half-test and to measure the coefficient of the reliability between odd and even group. The result of computation by using Split-Half technique showed that the reliability of the half-test ( $r_{xy}$ ) was 0,71. After acquiring the test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test. It was found that the result of the whole test ( $r_k$ ) was 0.84. It could be stated that the test had average reliability in the range 0.50-0.89 (Hatch and Farhady, 1982). The result of the try-out test indicated that this test could be used as the instrument of the study since it could produce consistent result when administered under similar condition, to the same participants, and different time (Hatch and Farhady, 1982). The result of reliability can be seen in appendix 7.

#### 3.4.1.4. Reliability

Reliability is a consistency of measurements or how far that measurement can be measured the similar subjects in a different time but showed the consistent result. To measure the coefficient of the reliability between odd and even group, this research used the split-half method in the following formula:

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

Notes:

$r_{xy}$  : coefficient of reliability between odd and even number item

$x$  : total numbers of the odd number

$y$  : total numbers of the even number

$\sum x$  : total score of the odd number items

$\sum y$  : total score of the even number items

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

**a. Reliability of the Half Test:**

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

$$r_{xy} = \frac{34 \times 5.254 - (410 \times 413)}{\sqrt{(34 \times 5.304 - (410)^2)(34 \times 5.441 - (413)^2)}}$$

$$r_{xy} = \frac{178.636 - 169.330}{\sqrt{(180.336 - 168.100)(184.994 - 170.569)}}$$

$$r_{xy} = \frac{178.636 - 169.330}{\sqrt{(12.136)(14.425)}}$$

$$r_{xy} = \frac{9.306}{\sqrt{176.504.300}} = \frac{9.306}{13.285}$$

$$r_{xy} = 0,71$$

According to Hatch and Farhady (1982), after obtaining the reliability of half test, the researcher used the Spearman-Brown Prophecy formula to ensure the reliability of the whole test with the formula as follows:

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

Notes:

$rk$  : the reliability of the test

$r_{xy}$  : the reliability of half the tests



The criteria of reliability are:

0.90-1.00 : high

0.50-0.89 : moderate

0.00-0.49 : low

**b. Reliability of the Whole Test:**

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

$$r_k = \frac{2(0,71)}{1+0,71}$$

$$r_k = \frac{1,42}{1,71}$$

$$r_k = 0,84$$

**3.4.1.5. Level of Difficulty**

Level of difficulty is related to how easy or difficult the items of the test are from point of view of the students who take the test. Level of difficulty is generally expressed in the percentage of the students who answer the item correctly. To find out the level difficulty, the researcher used the following formula:

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

(Shohamy, 1985)

Notes:

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The criteria are as follows:

<0.30 : difficult

0.30-0.70 : average

> 0.70 : easy

For the result of level of difficulty see appendix 5.

#### **3.4.1.6. Discrimination Power**

The purpose of discrimination power is to determine between the low and high level of students on the test. The higher students were the students who answer the question correctly and the lower students were the students who answer the question incorrectly. To determine the discrimination power, the researcher used the following formula:

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

Notes:

DP : discrimination power

U : number of students from upper group who answer correctly

L : number of students from lower group who answer correctly

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

For the result of discrimination power see appendix 5.

#### **3.4.1.7. Normality Test**

Normality test was used to find out whether the test in experimental class was distributed normally or not. The researcher used SPSS 16.0 for windows to calculate it. In this case, the researcher used One Sample Kolmogorov-Smirnov Test. The criteria for normality test can be based on probability (Asymp. Sig. (2-tailed)) $>0.05$ , the data is distributed normally. In this research, the researcher used the level of significant 0.05.

For the result of normality test see appendix 8.

(Santoso, 2012)

#### **3.4.2 Data Collection**

In this research, the researcher used the test as a data collecting method and also treatments. The test was used to collect the needed data by conducting some techniques as follows:

##### **1. Pre-test**

The pre-test was conducted before the treatment of teaching reading comprehension through Think-Pair-Share (TPS) technique in narrative text. The purpose of the pre-test is to see the students' reading comprehension before the treatment. The pre-test was given as an objective test in multiple-choices form. There are 30 items of multiple-choices of comprehension questions which each of it has five alternative answers (A, B, C, D, and E). The students were required to finish the test within 30 minutes. The material was given based on the 2013 curriculum of the senior high school, which consider suitable vocabulary, grammar, and structure. The distribution of test was presented as follows:

**Table 4. Specification of Pre-test**

<b>No.</b>	<b>Aspect of Reading</b>	<b>Items Number</b>	<b>Percentage</b>
1.	Main Idea	8, 10, 14, 20, 23, 28	20%
2.	Specific Information	1, 11, 15, 18, 25, 27	20%
3.	Reference	4, 5, 17, 21, 24, 29	20%
4.	Inference	3, 6, 12, 16, 19, 30	20%
5.	Vocabulary	2, 7, 9, 13, 22, 26	20%
	<b>Total</b>	<b>30</b>	<b>100%</b>

## 2. Post-test

The post-test was given to the students after the treatments in order to find out the significant difference between the score of the students' reading comprehension achievement after being taught through Think-Pair-Share (TPS) technique in narrative text. The result of post-test was compared with the result of the pre-test. The test consists of 30 items of multiple choices of comprehension questions which each of it has five alternative answers (A, B, C, D, and E). The students are required to finish the test within 30 minutes.

**Table 5. Specification of Post-test**

<b>No.</b>	<b>Aspect of Reading</b>	<b>Items Number</b>	<b>Percentage</b>
1.	Main Idea	1, 5, 7, 17, 23, 28	20%
2.	Specific Information	3, 8, 11, 16, 24, 30	20%
3.	Reference	6, 14, 18, 20, 26, 29	20%
4.	Inference	4, 9, 13, 19, 21, 25	20%
5.	Vocabulary	2, 10, 12, 15, 22, 27	20%
	<b>Total</b>	<b>30</b>	<b>100%</b>

### 3.5. Scoring System

Arikunto's (2000) formula was used in order to calculate the score of pre-test and post-test. Students' scores of pre-test and post-test were calculated by using formula as follows:

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

Notes:

S : The score of the test

R : The total number of right answer

N : The total number of items on the test

### 3.6. Data Analysis

After collecting the data, the researcher processed and analyzed the data. The data was analyzed based on each kin of instrument below.

#### 3.6.1. Data Analysis of the Test

The pre-test and post-test would be analyzed by the researcher. In order to see the students' achievement in comprehending the text, the researcher analyzed the data by using some steps as follows:

1. Scoring the pre-test and post-test.
2. Finding the mean of the data (pre-test and post-test) by using this formula:

$$M = \frac{\sum d}{n}$$

Notes:

M : Mean (average score)

$\sum d$  : The total of students' score

N : Total number of the students

3. Tabulating the score of the student's reading comprehension test results using test.

4. Drawing conclusion from the tabulated result of the pre-test and post-test, that is statistically analyzed by using Repeated Measure t-test of SPSS (Statistical Program for Social Sciences) in order to examine whether the increase of the students' score is significant or not. The formula is as follows:

$$I = X_2 - X_1$$

Notes:

I : The increase in students' reading comprehension achievement

X<sub>2</sub> : The average score of post-test

X<sub>1</sub> : The average score of pre-test

(Hatch & Farhady, 1982)

### 3.7. Teaching Procedures

The stages of the reading process help students systematically practice reading strategies (Cohen, 1999). The effective reading process is divided into three stages: (a) pre-reading, (b) while reading, (c) post-reading. By classifying the instruction of reading into pre-reading, while reading, and post-reading, the teachers are provided opportunities to design the activities for each stage that will improve students' reading comprehension (Pardo, 2004). There are some procedures of teaching reading through Think-Pair-Share (TPS) technique:

#### 1. Pre-activity

- a. The teacher divided the text into two parts before distributing them to the students.

- b. The teacher asked the students to read the text then give 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.

## 2. While Activity

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

## 3. Post Activity

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

### **3.8. Research Procedure**

This research will be conducted based on the following procedures:

#### **1. Identifying the Problem**

First, the students found it difficult to comprehend the text because of their lack of vocabulary. It also affected students' interest to read the text because they already felt confused about the meaning. Second, based on the interview with the students, they said that the teacher used DRA (Direct Reading Activity) in teaching reading. There was no particular technique used by the teacher so that the students could not involve actively in teaching-learning process. The last is it was hard to the students to deal with a long paragraph. They find it difficult to understand the content of the text such as identifying the main idea, finding the reference, finding the inference, recognizing detailed information and discovering the meaning of vocabularies.

#### **2. Selecting the Materials to be Taught**

The researcher chose appropriate material based on the syllabus. The materials used could be taken from the students' handbook of Senior High School and also from the internet. Narrative text was chosen as the focus of the study.

#### **3. Determining the Population and Sample**

The population of this research was the students of the first grade of SMA Negeri 15 Bandarlampung. Two classes were chosen, the first class was the tryout class and the other class was the experiment class. The researcher chose SMA Negeri 15 Bandar Lampung since in this school, there was no researcher has conducted a study by implementing Think-Pair-Share (TPS) technique to improve students' reading comprehension.



#### 4. Preparing the Instrument for Data Collecting

The purpose of the try out test was to measure whether the the test is appropriate and applicable to be use during the research. Try-out test is administered to make it easier for the researcher to determine which items will be used and which ones should be dropped. A good test can be measured by considering several factors, such as validity, reliability, level of difficulty and discrimination power.

#### 5. Conducting the Treatments

The pre-test was administrated in order to measure the students' reading skill achievement before being taught through Think-Pair-Share (TPS) technique. The pre-test was in form of reading test which was in multiple-choice and matching all in 30 items in 30 minutes. After conducting the pre-test, the treatment was done in three meetings with 90 minutes in every meeting. The chosen class was taught by Think-Pair-Share (TPS) technique. The procedure was pre-activity, whilst-activity, and post-activcity. After that, the post-test was given to the students in experimental class after the treatment of teaching reading comprehension achievement through Think-Pair-Share (TPS) technique. This aimed to find out whether the students' reading comprehension achievement increased or not. It took 30 minutes and used 30 items of multiple-choice questions with five options (A, B, C, D, and E).

#### 6. Analyzing the data

After conducting the whole test, the results were analyzed by the researcher. The data were analyzed by using the statistical computation i.e Repeated Measure T-Test to measure the data. It was used in order to see whether the Think-Pair-Share (TPS) technique could improve students' reading comprehension in narrative text.

### 3.9. Hypothesis Testing

After collecting the data, the data were analyzed by the researcher in order to find out whether there is an improvement of students' reading comprehension achievement in the narrative text after being taught through Think-Pair-Share (TPS) technique. Repeated Measure T-Test was used to find out the level of significance of the treatment effect. The result of the Repeated Measure T-Test was to determine whether the first hypothesis was accepted or rejected. In this study, the researcher used the significance level of 0.05 in which that the probability of error in the hypothesis was only about 5%. The hypothesis is drawn as follows:

$H_0$ : There is no improvement in students' reading comprehension achievement after being taught by using the Think-Pair-Share (TPS) technique.

$H_1$ : There is an improvement in students' reading comprehension achievement after being taught by using Think-Pair-Share (TPS) technique.

The criteria for accepting the hypothesis are as follows:

$H_0$  will be accepted if the alpha level is higher than 0.05 ( $\alpha > 0.05$ )

$H_1$  will be accepted if the alpha level is lower than 0.05 ( $\alpha < 0.05$ ).

The researcher also analyzed what aspect of reading skill that improves the most after being taught by using Think-Pair-Share (TPS) technique. The researcher used One-Way ANOVA in SPSS 16.0 for windows to calculate the result.

This hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if  $\text{sig} < \alpha$ . It means that the probability of error in the hypothesis is only about 5%. The hypothesis can be seen as follows:

$H_0$ : There is no aspect of reading that improve the most after being taught by using Think-Pair-Share (TPS) technique.

$H_1$ : There is an aspect of reading that improve the most after taught by using Think-Pair-Share (TPS) technique.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions for the English teachers who want to try to implement Think-Pair-Share (TPS) technique to teach narrative text in reading comprehension and other researchers who want to conduct similar research.

### **5.1. Conclusions**

Based on the result of data analysis and discussions, the researcher draws conclusions that there is an improvement in students' reading comprehension achievement before and after being taught through Think-Pair-Share (TPS) technique. It can be seen from pre-test and post-test result which shows that the students' score in post-test is higher than students' score in pre-test.

Besides that, the aspect of reading skill that improve the most among other aspects of reading is main idea since the basic three steps in Think-Pair-Share (TPS) technique provide the students to obtain more information.

### **5.2. Suggestions**

Regarding the several conclusions above, the researcher would like to propose some constructive suggestions. Firstly, for the teacher, it is suggested to apply Think-Pair-Share (TPS) technique as a variation of technique since the researcher

found out that the technique could be used to improve students' reading achievement. The teachers should have good preparation and time allocation, because the materials have to be explained to the students clearly. It is important to pay attention to the teaching material which is going to be used. It is important to use the text which is complex but not too long so it is easy for the students to understand the text. 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.

Furthermore, there is an aspect of reading which the students have difficulty to understand, such as finding inference. This aspect actually improved but the students' correct answers of this aspect were very low. Therefore, the teacher should pay more attention in this aspect while teaching reading.

Secondly, for the further researcher who wants to conduct this technique on different level of students, different skill or different type of text is highly suggested to balance the number of participants or students since Think-Pair-Share (TPS) technique requires every student to have a partner to share the information. It is also suggested to extend the number of participant or student to get more accurate result. For example, there are 30 students as the subject in this study, the future researcher can make it 100 students or more. Moreover, it is recommended to enhance another proper method of data collection such as questionnaire or interview to recognize students' limitation during the implementation of Think-Pair-Share (TPS) technique.

This chapter has elaborated the conclusions and suggestions of this research.

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