

**IMPROVING STUDENTS' READING COMPREHENSION OF  
DESCRIPTIVE TEXT THROUGH THINK-PAIR-SHARE TECHNIQUE  
AT SMPN 5 BANDARLAMPUNG**

**(A Script)**

**Oleh:  
Shiane Salsabila  
1513042077**



**FACULTY OF TEACHER TRAINING AND  
EDUCATION LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2022**

## **ABSTRACT**

### **IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH THINK-PAIR-SHARE TECHNIQUE AT SMPN 5 BANDAR LAMPUNG**

By

Shiane Salsabila

The objectives of this research were to find out whether there was an improvement of students' reading comprehension after the implementation of Think-Pair-Share technique at the first-grade students of SMPN 5 Bandar Lampung and to reveal the aspect of reading that improved the most after being taught through Think-Pair-Share. The population of this research was the first-grade students of SMPN 5 Bandar Lampung in the academic year 2021/2022. The sample of this research was VII G which consisted of 32 students. This research applied a quantitative approach which used reading test. The students were taught through Think-Pair-Share technique in three meetings. The data were taken from the tests and they were analyzed by using paired sample t-test.

The first result of the research showed that there was a significant effect on students' reading score in a descriptive text since  $t\text{-ratio} > t\text{-table}$  ( $11.468 > 1.984$ ). The average of posttest score (70.56) was higher than the pretest score (59.43). It gained 11.13. In addition, the most increased aspect of reading skills was reference since the percentage was 65% (highest than other aspects). Briefly, it could be concluded that Think-Pair-Share technique enabled to improve the students' achievements in comprehending descriptive text and showed positive impact to students toward the use of the technique in teaching process.

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AT SMPN 5 BANDAR LAMPUNG**

By

*Shiane Salsabila*

**A Script**

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

In

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The Faculty of Teacher and Education



**FACULTY OF TEACHER TRAINING AND EDUCATION  
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2022**

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The students' Name : **Shiane Salsabila**  
The students' Number : 1513042077  
Department : Language and Arts Education  
Study Program : English Education  
Faculty : Teacher Training and Education Faculty



Advisor

Co-Advisor

Dr. Feni Munifatullah, M.Hum.  
NIP.19740607 200003 2 001

Gede Eka Putrawan, S.S., M.Hum.  
NIP 19850924 201404 1 001

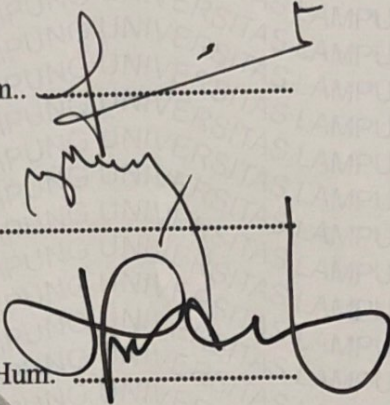
The Chairperson of  
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.  
NIP 19640106 198803 1 001

**ADMITTED BY**

1. Examination Committee

Chair Person : Dr. Feni Munifatullah, M.Hum. ....

Examiner : Herry Yufrizal, MA, Ph.D .....  


Secretary : Gede Eka Putrawan, S.S., M.Hum. ....

2. The Dean of Teacher Training and Education Faculty



**Prof. Dr. Patuan Raja, M.Pd.**  
NIP 19620804 198905 1 001

**Graduated on: June 13<sup>th</sup>, 2022**

## SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama : Shiane Salsabila

NPM : 1513042077

Judul skripsi : Improving Students' Reading Comprehension of Descriptive Text  
Through Think-Pair-Share Technique At SMPN 5 Bandar Lampung

Program studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

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Shiane Salsabila

## **CURRICULUM VITAE**



Shiane Salsabila was born in Bukit Tinggi, on April 25<sup>th</sup> 1998. She is the only daughter of Zahari, S.E., and Dra. Nelfirdaus, M.H. The mother of Jihan Shanun Rahma and the wife of Harry Firmansyah.

She began her study at the age of four at Kindergarten of Al- Amin in 2002 and graduated in 2003. After graduating, she continued her study to SDN 2 Kampung Sawah Lama and graduated in 2009. Then, she went to MTsN 2 Bandar Lampung and graduated in 2012. Thereafter, she continued her study to SMA YP Unila Bandar Lampung and graduated in 2015.

She was registered as a student of English Education Study Program at University of Lampung in 2015.

## **MOTTO**

*Actually, after difficulties, there is an easy. So, if you have finished (from one business), then do with seriously (the other business), and only with your God you have to hope.*

*(Al-Insyiroh 6-8)*



## **DEDICATION**

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me;

then, I dedicate this script to:

My beloved parents: Zahari, S.E., and Dra. Nelfirdaus, M.H.

My husband and my daughter : Harry firmansyah, and Jihan shanun rahma

Students of English Study Program 2015

My almamater, Lampung University

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Finally, the writer believes that the writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, 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, August 8, 2022  
The Writer

Shiane Salsabila

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	i
<b>CURRICULUM VITAE</b> .....	ii
<b>MOTTO</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	x
<b>I. INTRODUCTION</b>	
1.1. Background of the Research .....	1
1.2. Research Questions .....	4
1.3. Objectives of the Research .....	4
1.4. Uses of the Research .....	4
1.5. Scope of the Study .....	5
1.6. Definition of Key Terms .....	5
<b>II. LITERATURE REVIEW</b>	
2.1. Previous Research .....	7
2.2. Reading Comprehension .....	11
2.3. Aspect of Reading .....	12
2.4. Teaching Reading .....	14
2.5. Descriptive Text .....	16
2.6. Think-Pair-Share Technique .....	17
2.7. Advantages & Disadvantages .....	18
2.8. Theoretical Assumption .....	19
2.9. Hypothesis .....	20

### III. METHODS

3.1. Research Design .....	21
3.2. Population and Sample .....	22
3.3. Variables .....	22
3.4. Data Collection Technique .....	22
3.4.1. Instruments .....	22
3.4.2. Validity of the test .....	23
3.4.2.1. Content Validity .....	23
3.4.2.2. Construct Validity .....	24
3.4.3. Reliability .....	24
3.4.4. Level of Difficulty .....	27
3.4.5. Discrimination Power .....	27
3.4.6. Scoring System .....	28
3.4.7. Try Out of the Instrument .....	29
3.5. Teaching Procedures .....	31
3.6. Research Procedures .....	32
3.7. Data Analysis .....	34

### IV. RESULTS OF DISCUSSION

4.1. Result of the Research .....	36
4.1.1. Normality Test .....	37
4.1.2. Result of Pretest .....	38
4.1.3. Result of Posttest .....	41
4.1.4. Improvement of Students' Reading Comprehension .....	43
4.1.5. Hypothesis Testing .....	46
4.2. Discussion of Research .....	48

### V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions .....	49
5.2. Suggestions .....	50

**REFERENCES**

**APPENDICES**

## LIST OF TABLE

Table 1 : Summary of the Result of Relevant Studies .....	7
Table 2 : Result of Try-out Test .....	23
Table 3 : Normality Test of Data in Pre-test .....	37
Table 4 : Normality Test of Data in Post-Test .....	38
Table 5 :Specification of Pre-test .....	39
Table 6 : Distribution Frequencies of Pre-test .....	39
Table 7 : Pre-test Score .....	40
Table 8 : Specification of Post-test .....	41
Table 9 : Distribution Frequencies of Post-test .....	42
Table 10 : Post-test Score .....	43
Table 11 : Improvement of Students' Reading Comprehension .....	44
Table 12 : Improvement of Each Aspect in Reading Comprehension .....	44
Table 13 : The Hypothesis of Analysis .....	45

## I. INTRODUCTION

This chapter introduces the beginning of this research. It includes background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### 1.1. Background of the problem

Reading plays a big role in the learning English process. According to Mickulecky & Linda (2004), reading is very important since it can enhance students' general language skills in English. By reading, they can get information and improve their own knowledge which is needed to continue their personal growth and adapt the change in the world.

Reading is a complex activity that involves perceptions and thought. Grabe & Stoller (2002) state that reading is the ability to draw meaning from a printed page and interpret the information appropriately. Therefore, reading comprehension is the goal of reading since the purpose of all reading is to comprehend the meaning from a text. Students have to master reading skill in order to understand what is said in a book so that it will help them to comprehend a text. Reading will give much contribution to transfer the information if it is done with a good comprehension. Dallman (1982) also states that reading is more than knowing what each letter of the alphabet stands for, reading involves more than word recognition that



comprehension is an essential of reading that without comprehension no reading takes place. In other words, comprehension is the highlight in learning reading.

Think-Pair-Share is one of the techniques that is expected to be the answer for the teachersto improve the student's reading comprehension especially in reading a descriptive text. Think-Pair-Share strategy is one of the efforts to improve reading comprehension which is learned-centered approach that emphasizes on all students' success, so that not only high-achieving students succeed but also average and low achieving students (Suryani & Rifa'at, 2019).

Think-Pair-Share technique is one of the techniques which is quite simple to apply. Lyman (1981) states that Think-Pair-Share is "multi-mode" strategy to encourage students' participation in the classroom activities. Various research has shown that especially at the primary, secondary and university level that Think-Pair-Share technique is effective in learning process of theoretical course, in the development of critical thinking process of the students, not only in their ability to express themselves, but also in their communication skill (Ahmed, 2006).

Think-pair-share can be one of the effective techniques to improve students' English skills especially in reading comprehension. Think-pair-share technique can also be implemented either in English learning process or the other subjects. Sultani (2015) the research aims to study the effect of a strategy for Lehman (Think - Pair -Share) in the collection of school girls fifth grade and the level of ambitions in science general. Then, Saleh & Ibrahim (2015) the research aims at know the

Effect of (think, pair, share) strategy on the students of Biology achievement in Algae and their attitude toward it. Think-Pair-Share technique is also implemented to find out the effectiveness of strategies in collecting pupils grade 5 in Arabic grammar material (Salman, 2015).

The researcher took place at the first grade of SMPN 5 Bandar Lampung. The researcher did some pre-research before conducting this research to find out the problem which might happen related to this study. She found out that students of the first grade of SMPN5 Bandar Lampung, were lacked of motivation in learning English especially in reading comprehension. They found that the reading was difficult due to the grammar.

Based on the explanation above, those were why the researcher is interested to conduct research in improving students' reading comprehension through Think Pair Share at the first grade of SMPN 5 Bandar Lampung.

## **1.2. Research Questions**

Based on the background of the problem above, the researcher formulated the problems as follows:

1. Is there any improvement of student's reading comprehension after being taught by Think-Pair-Share technique?
2. Which aspect of reading that improves the most after being taught by using Think-Pair-Share (TPS) technique?

## **1.3. Objectives**

In relation to the research questions, the objectives were:

1. To find out whether there is an improvement of students' reading comprehension after the implementation of Think-Pair-Share technique at the first-grade students of SMPN 5 Bandar Lampung.
2. To find out the aspect of reading that improves the most after being taught through Think-Pair-Share (TPS) technique at the first-grade students of SMPN 5 Bandar Lampung

## **1.4. Uses Research**

This research would be useful both theoretically and practically:

### **1. Theoretically**

The result of this research hopefully could give contributions to teachers and other researchers who are interested with Think-Pair-Share technique.

## **2. Practically**

The result of this research hopefully could be a reference for the next researchers who will do a research about Think-Pair-Share (TPS).

### **1.5. Scope**

This research was a quantitative research. The research focused on the students' reading comprehension achievement of descriptive text by using think pair share technique. This study conducted at the first grade student of junior high school in Bandar Lampung. The students were expected to be able to comprehend the following aspects of reading: main idea, vocabulary, specific information, reference, inference of the text.

### **1.6. Definition of terms**

In this research, there are several definitions of terms that should be taken into account as follows:

#### **1. Reading Comprehension**

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

## **2. Think-Pair Share**

Think Pair Share is a technique that consist of three steps: thinking, pairing, and sharing. TPS gives the students opportunities to work both individually and in a group. In the thinking process, they will read the text then think about it individually. After that it willbe continued by sharing in pairs.

### **1. Descriptive Text**

Descriptive Text is a text which present information about something specifically. The purpose is to describe a particular person or thing or place specifically. Description is usedto make the reader see or to point a verbal picture, and cover the significant physical or abstract quality of a person, place, an event, an idea or an object (d'Angelo, 1977).

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

## II. LITERATURE REVIEW

This chapter discusses about the concept of reading comprehension, teaching reading, text, descriptive text, Think Pair Share technique, teaching reading through Think Pair Share technique, procedure of teaching descriptive text reading using Think Pair Share technique, advantages and disadvantages of Think Pair Share Technique, theoretical assumption, and hypothesis.

### 2.1.Previous Research

There are several studies which have been conducted in relation to the similar topic underdiscussion.

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

<b>Researcher</b>	<b>Focus on the study</b>	<b>Method</b>	<b>Result</b>
Maulida (2017)	Think-Pair-Share and Reading Comprehension	Think-Pair-Share Technique.	There is an improvement of student's readingactivity

Muryani (2017)	Think Pair Share Technique and Reading Comprehension in Descriptive Text.	Think-Pair-Share technique	There is an improvement of student's reading comprehension.
Yaqin (2018)	Think Pair Share Technique and Writing Skill in Descriptive Text	Think-Pair-Share technique	There is an improvement of student's writing skill on Descriptive text.
Hudri (2018)	Think-Pair-Share and Reading Comprehension	Think-Pair-Share technique.	There is an improvement of student's reading comprehension.
Ageasta (2018)	Think-Pair-Share and Reading Comprehension in Narrative text.	Think-Pair-Share Strategy	Think-pair-share strategy in reading narrative text can help students to organize their ideas and write their ideas in a good order.

The first research was done by Maulida (2017). The object of this research was the students of SMKN 1 Randudongkal, and the design was qualitative method. The instruments for this research were tape recorder, camera, questionnaire sheets, and observation sheets. The result showed that applying TPS technique in reading comprehension was relatively easy to be implemented in the classroom activity, and it also showed that the TPS technique was effective to be implemented in the classroom in order to improve students' reading ability.

The second research was done by Muryani (2017). The aim of the research was to investigate whether or not using Think-Pair-Share (TPS) Technique gave significant improvement and significant difference on the tenth graders' reading comprehension achievement of SMA LTI IGM Palembang. In collecting data, the researcher used some instruments, there are pretest and posttest. The research's conclusions were firstly there was a significant improvement on the tenth graders' reading comprehension achievement after being taught by using Think Pair Share Technique. Secondly, there was a significant mean difference on the tenth graders' reading comprehension achievement after being taught by using Think Pair Share technique and those who were not.

The third research was done by Yaqin, (2018). She had found that the students who were taught by using Think Pair Share Technique got better score than the students who were not. This success can be seen from the result of students' average score and good responses by students. The students' writing skill average score after getting all of the treatment Think-Pair-Share technique increased in line with the increase of the students' achievement in each cycle.



The forth research was done by Hudri (2018). He conducted a research entitled “Improving Students’ Reading Skill Through Think-Pair-Share (TPS) Techniques”. The research conducted in classroom action research (CAR) that has a result the technique gained improvement in the reading score. The students also seemed enthusiastic in thinking, pairing and sharing their ideas.

The last research was conducted a journal written by Ageasta (2018). The paper aims at explaining how to implement think-pair-share strategy in reading narrative text. Her conclusions were (1) Think-pair-share allows students to have “wait time”. (2) TPS helps in improving students’ participation during discussion class. (3) Students could explore their knowledge and be able to answer the questions that related to the topic.

Based on the previous research above, the researcher will conduct a research in teaching reading comprehension in descriptive text through Think Pair Share technique. Although the techniques are almost the same, there is the difference in implement the technique. The first previous study is written by Maulida (2017). This study only used qualitative method. Conversely, this research conducts quantitative research. The second study was done by Muryani (2017). The researcher applied Think-Pair-Share as a technique in teaching reading comprehension to the tenth grade students of SMA LTI IGM Palembang. In this research, the technique will apply to Junior High School students, especially for the first grade of SMPN 5 Bandar Lampung. The third study is conducted by Yaqin (2018). She used writing skill as dependent variable in applying Think-Pair- Share

technique. Conversely, this research conducts reading skill as the dependent variable in the learning process. The fourth study is conducted by Hudri (2018). The study used Classroom Action Research (CAR) as the design of the research while this research uses one group pretest-posttest design. And the last study is conducted by Ageasta (2018). She used narrative text while this study uses a descriptive text to improve students' reading.

## **2.2. Reading Comprehension**

Reading is the process of exchanging information between the writer who brings new information and the reader who combine the new information with the previous information she or he got before. Reading skills one of four English language skills that must be mastered in order to be able to communicate in English very well. Reading is a result of the interaction between the perception of graphic symbols that represent language skills, cognitive skills, and the knowledge of the world.

According to Mc. Neil (1984) reading comprehension is the process simultaneously extracting and contracting meaning through interaction involvement with written language that consists of three elements of reading for comprehension: the reader, the text, and the activity or purpose for reading. In comprehend a text, the reader capable to maintain the printed words, to get in touch the sentence, and to get the main idea and supporting idea to linking with the current knowledge into previous knowledge.

Reading comprehension is an ability to understand a text by the readers (Linse & Nunan,2005). To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities for instant, attention, memory, critical analytic ability, inference, visualization ability, motivation, and various types of knowledge. Furthermore, it also refers to the ability of students to involve the internal and mental process of thinking and understanding of printed form.

For simply, reading comprehension is useful for gaining the information from a text and the skill can evaluate the students' vocabulary and then they also try to interpret the meaning. Therefore, in this present study the reading comprehension is defined as the process of constructing meaning from the text, which is used one type of reading that is reading for specific information. It is an active activity that tries to identify the idea of the text, the specific information whether it is about detail express or detail implied and textual reference.

### **2.3.Aspect of Reading**

According to Nuttal P (1982), there are five reading skills that should be mastered by the reader to comprehend the English text well, they are:

#### **1. Main idea**

Finding the main idea of a paragraph is one of the most important specific comprehension skill. Hancock (1987) defines that the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So the

main idea is the important idea that the author develops throughout the paragraph.

## 2. Specific information

Specific information or supporting sentence develops the topic sentence by giving definition, example, facts, an incident, comparisons, analogies, causes, and effect statistics and quotation.

## 3. References

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

## 4. Inferences

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

## 5. Vocabulary

Vocabulary is the stock of words used by people or even person, class or professional, all having much in common, yet each distinctly different.

Concerning with those statements indeed vocabulary is fundamental for everyone who wants to produce something both orally and written. In reading, the reader can easily understand the story about if the reader is rich in vocabulary.

#### **2.4. Teaching Reading**

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using certain technique of strategy and certain material in order to master reading itself. Teaching is a complex process it does not only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process.

Teaching is not an easy job, but it is necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen (Harmer, 2007). It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. Based on the explanation, the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

According to Alyousef (2006), in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedure: pre-, while-, and post-reading stages. In pre-reading stage, it used to activate the relevant scheme, for example, teacher can ask the students some question that can arouse their

interest while previewing the reading text. While reading stage is an interactive process that can develop students' ability in doing their tests by developing their linguistic and schematic knowledge. In the last stage, post reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercise, cut-up exercises, cut-up sentence, and comprehension question.

Basically the purpose of teaching reading is to develop students' skill of the reading English text effectively and efficiently. Teaching effectively and efficiently always become the focus of the teaching-learning, especially in reading, that has been put as the basic in choosing the techniques in many various types of texts. Therefore, the teaching technique should be matched with the reading purposes.

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

## 2.5. Descriptive Text

Descriptive text gives sense impression like the feel, sound, taste, and look of things through words. The aim of Descriptive text is also to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help people perceive it through words

Moreover, Crimon (1983) stated that descriptive is a kind of text for presenting verbal portrait of a person, a place, or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like”. It means that when we describe something, we need to capture both details so that the reader can understand what we mean.

On the other hand, D’Angelo (1977) stated that description is used to make the reader see or to paint a verbal picture, and cover the significant physical or abstract quality of a person, place, an event, an idea or an object. It means that when we describe our subject, we must be able to make the reader understand what the writer means.

According to Hammond (1992), the generic structure of descriptive text as follows:

### 1. Identification

Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject

of the description to the readers. Moreover, it can give the readers brief detail about the when, where, who, or what of the subject described.

## 2. Description

Description can be explained about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

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

Think Pair Share is a simple method which first developed by Frank Lyman from University of Maryland. Think Pair Share is one of the most important and beneficial activities (Nicholas, 2011). You can use in your classroom because it incorporates the individual, small group, and group discussion. This activity presents an opportunity for all the students to respond to either question or task that is provided by the teacher. The question or task can be related to specific passage or it may pertain to a broader, thematic topic. After responding personally and silently, students share their written responses with their partners. If a student does not have an answer or what he or she considers an adequate response, he or she may build on his or her partner's response. Finally, after working through a task independently and sharing privately, the class discussion enables each student to benefit from the thinking of the larger group. Students will gain immediate feedback about their interpretations and responses.



Think-Pair-Share technique involve a three step cooperative structure Lyman (1981):

**a. Thinking**

The first step of Think-Pair-Share technique is thinking. The teacher gives the students' time to think and answe the problematic question. This step permits the students to develop their own answer.

**b. Pairing**

The second step of Think-Pair-Share technique is pairing. After the think time the teacher ask the students to ask another pair and discuss their answer with their partner. This step allows the students to ask another pir to enrich the answer or solution postedby the teacher before sharing with the whole class.

**c. Sharing**

The last step of Think-Pair-Share is sharing. The teacher asks the students to present solution and answer idividually or cooperatively to the class as a whole class (Lyman,1981)

**2.7. Advantages and Disadvantages**

According to Lyman (1981), Think-Pair-Share technique as one of the cooperative language learning models has some adventages. They are as follows: 1) The Think-Pair-Share technique is quick and does not take much preparation time. 2) The Think-Pair- Share technique makes classroom discussions more productive, as students have alreadyhad an opportunity to think about their ideas before sharing with the whole class. 3) Students have opportunity to learn higher-level thinking

skills from their peers, and gain self-confidence when reporting ideas to the whole class. 4) The pair step ensures that no student is left out of the discussion. 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. 6) Both students and teacher have increased opportunities to think and become involved in group discussion. 7) The Think-Pair-Share technique is applicable across all grade levels and class sizes.

In spite of the advantages, according to Lie (2005) the Think-Pair-Share (TPS) technique also has disadvantages as follows: 1) Many groups will be present their result and must be monitored. 2) The idea that appeared is little. 3) If any problem is not a mediator.

## **2.8. Theoretical Assumption**

Reading is one of the important skills that the students have to master. It is not only a process of seeing a written symbol. In reading, the readers have to comprehend the purpose of the text in order to get the whole information written in the text. However, there are many students who are not able to comprehend their lesson and improve their reading comprehension achievement. It is the teacher's responsibility to build students' motivation to learn and improve their reading skill. Therefore, teachers have to implement appropriate and interesting techniques in teaching reading. Think Pair Share is one of the techniques that can be used in order to improve students' reading comprehension and motivation.

Think-Pair-Share is a cooperative discussion that has three parts to the process – student think about a question or an issue, they talk with a partner about their thoughts, then some student's share their discussion and thinking with the class. By using Think-Pair-Share Technique can make their reading more active. The students can understand and remember detail of each paragraph and answer the questions based on the text since this technique had a goal to get the readers look for the questions based on the text.

In addition, by using TPS technique, the researcher expects that it can increase the students' reading comprehension of descriptive text. It can also effective to improve students' ability in reading. TPS technique can be used to overcome the difficulty of the students in comprehending the reading descriptive text.

## **2.9. Hypothesis**

Based on the theoretical assumption above, the researcher formulates the hypothesis in this research as follows:

1. H0 (Null Hypothesis) There is no significant improvement in students' reading comprehension after the implementation of Think-Pair-Share (TPS) technique.
2. H1 (Alternative Hypothesis) There is an improvement in students' reading comprehension after the implementation of Think-Pair-Share (TPS) technique.

### **III. METHOD**

This chapter discusses the following topics such as research design, population and sample, variables, data collection technique, research procedure, data treatment, data analysis, and hypothesis testing.

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

This research was quantitative research. The aimed of this research are to find out whetherthere is an improvement of students' reading comprehension after the implementation of Think-Pair-Share technique and to find out which aspect improves the most after being taught by Think-Pair-Share technique. The design was one group pretest-posttest design.The research design could be presented as follows:

**T1 X T2**

Note:

T1: Pre-test (a test which is given before the treatment)

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

T2: Post-test (a test which is given after the treatment)

(Hatch and Farhady in (Setiyadi ,2006)

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

The population of this research was the first-year classes of SMPN 5 Bandar Lampung. There are seven classes in first grade of SMPN 5 Bandar Lampung. Each class consists of 32 – 35 students. For the sample of this research, the researcher took two classes. There was one class that was used as the tryout class and the other class was used as the experimental class which got the pretest, three treatments, and the posttest.

### **3.3. Variables**

There were two variables in this study: (1) dependent variable, and (2) independent variable. This study will explain the variables used in this study. Therefore, in this research was mainly concerned with (1) Think-Pair-Share technique as the independent variable (X) because this variable affects the dependent variable. (2) Reading comprehension as the dependent variable (Y) because this variable is observed and measured to determine the effect of the independent variable.

### **3.4. Data Collection Technique**

#### **3.4.1. Instrument**

The instrument of this research was reading test items. The objective reading test which was selected was a multiple choice text which used for pre-test and post-test. The aim of the pre-test was to find out the students' basic reading comprehension achievement before treatments. Then, the post-test was administered at the end of the treatments in order to find out the results of students' reading comprehension ability after the 3 meeting. The tests consisted of 30 questions. The researcher used multiple choice to assess the students' reading comprehension achievement. There were five aspects in the reading comprehension test, such as determining main idea,

finding specific information, reference, inference, and vocabulary. The specification of reading comprehension test will be illustrated as follows:

**Table 2. Specification of Pre-Test**

No	Reading aspects	Items number	Percentage
1.	Determining main idea	1, 6, 11, 17, 23, 27	20%
2.	Specific information	2, 5, 10, 15, 22, 24,	20%
3.	Reference	3, 9, 12, 19, 25, 29	20%
4.	Inference	7, 16, 18, 21, 28, 30	20%
5.	Vocabulary	4, 8, 13, 14, 20, 26,	20%
Total		40 items	100%

### **3.4.2. Validity of the Test**

Validity is a matter of relevance. Hatch & Farhadi (1982) defined validity as the extent to which the test measures what it is intended to measure. There are four types of validity: face validity, content validity, construct validity and empirical or criterion-related validity. The validity of the test in this research relates to:

#### **3.4.2.1.1. Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. It is the extent to which a test measures arepresentative sample of the subject matter content, the focus of content validity was adequacy of the sample and simple on the appearance of the test. In this case,the researcher uses the multiple-choice (a, b, c, and

d) in pre-test and post-test. Furthermore, the test was based on English curriculum and the syllabus of first grade junior high school, especially from K-13 then represented of the material that had been taught by the teacher (KD 4.11). It meant that the test is valid

#### **3.4.2.2. Construct Validity**

Construct validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006). If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. In this research, the researcher administers a reading test. The scoring covers five aspect of reading, they are main idea, finding specific information, inference, reference, and vocabulary. If the test has already measured five aspects of reading, the test has been covered the aspects of construct validity.

#### **3.4.3. Reliability**

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurateness of score test Hatch and Farhady (1982). Reliability of the test can be determined by using the Split-Half technique in order to estimate the reliability of the test. To measure coefficient of the reliability the first and second half group, the researcher used the following formula:

$$r_1 = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$R_t$ : The coefficient of reliability between first half and second half group

$x$ : The total numbers of the first-half group

$y$ : Total numbers of the second-half group

$x^2$ : refers to square of  $x$ .

$y^2$ : designates the square of  $y$ .

**a.** Reliability of the half test of try out:

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

$$r_{xy} = \frac{32 \times 3938 - (344 \times 348)}{\sqrt{(32 \times 4050 - (344)^2)(32 \times 4108 - (348)^2)}}$$

$$r_{xy} = \frac{126016 - 119712}{\sqrt{(129600 - 118336)(131456 - 121104)}}$$

$$r_{xy} = \frac{6304}{\sqrt{(11264)(10352)}}$$

$$r_{xy} = \frac{6304}{\sqrt{116604928}} = \frac{6304}{10798}$$

$$r_{xy} = 0.58$$

After getting the reliability of the half test, the researcher used “Spearman Brown’s Prophecy Formula” Hatch and Farhady (1982) to determine the reliability of the test as follows:

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



Note:

$r_k$ : refers to the reliability of the test.

$r_l$ : designates coefficient of reliability between the first half and the second half items.

The criteria of reliability are:

0.80 – 1.00 = very high reliability

0.60 – 0.79 = high reliability

0.40 – 0.59 = average reliability

0.20 – 0.39 = low reliability

0.00 – 0.19 = very low

(Hatch and Farhady, 1982)

a. Reliability of the whole test of try out:

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

$$r_k = \frac{2(0.58)}{1+0.58}$$

$$r_k = \frac{2.58}{1.58}$$

$$r_k = 0.73$$

#### 3.4.4. Level of Difficulty

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

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

Notes:

LD : level of difficulty

R : the number of the students who answer correctly

N : the total number of the students

The criteria are:

< 0.30 = difficult

0.30 – 0.70 = average

> 0.70 = easy

(Shohamy, 1985)

As a result of analysis, it showed that there were 39 items which was average and 1 item was easy.

#### 3.4.5. Discrimination power

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

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

Notes:

DP: discrimination power

U: the proportion of upper group students

L: the proportion of lower group students

N: the total number of students

The criteria 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)

After analyzing the data, the researchers came to the conclusion that 30 items were good and 10 items should be dropped from the test. There were 21 items which were satisfactory and 9 items were good.

### 3.4.6. Scoring System

The researcher used Arikunto's formula (1997) to scoring the result of the students' work. The score of the pre-test and the post-test are calculated by using the following formula:

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

Notes:

S: the score of the test

R: the right answer

N: the total items

(Arikunto, 1997)

### 3.4.7. Try Out of the Instrument

Try-out test was administered on February 10<sup>th</sup>, 2022 in the try-out class, VII F. The class consisted of 34 students. VII F class was chosen randomly to analyse the reliability, level of difficulty, and discrimination power to achieve a good test instrument criterion. The students were given 40 items of multiple choices questions. Multiple choices contained five options (A, B, C, D, and E). The multiple choices format may make the questions easier to answer because they offered the students some possible answer.

The students might be able to check the text to see if any of the choices were specifically discussed then made a choice. After analysing the data, the researcher obtained that 30 items were good and 10 items should be dropped from the test. The result of the try-out test can be seen in the table below:

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

<b>Criteria</b>	<b>Items</b>	<b>Discussion</b>
<b>Poor</b>	<b>4, 13, 16, 19, 23, 27, 29, 31, 34, 40</b>	<b>Dropped</b>
<b>Satisfactory</b>	<b>7, 9, 10, 11,12, 14, 15, 18, 20, 21, 22, 24, 25, 26, 28, 30, 33, 35, 36, 37, 38</b>	<b>Administered</b>
<b>Good</b>	<b>1, 2, 3, 5, 6, 8, 17, 32, 39</b>	<b>Administered</b>

Based on table 2. above, there were 10 items which were poor and should be dropped. There were 21 items which were satisfactory and there were 9 items which were good and should be administered. The result of try-out

level of difficulty and discrimination power could be seen in (Appendix 3). 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 0,58. 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 0.73. It could be stated that the test had average reliability in the range 0.50-1.00 (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 4).

### **3.5. Teaching Procedures**

Here were the procedure of teaching reading through Think-Pair-Share (TPS)

1. Opening
  - a. The teacher asked some questions related to the material being discussed.
  - b. The teacher asked the students for an explanation and explained the general structure, social function, and linguistic characteristics of the explanation.
  - c. The teacher divided the text into two parts before distributing them to the students.
  - d. The teacher asked the students to read the text then gave them more time

to think about what the text was mainly telling about. In this time, the students should try to comprehend the text individually that was considered the thinking step.

## 2. Main session

- a. The teacher asked the students to find their pair who had different part of the text to discuss about what they had thought before. That was considered as the pairing step.
- b. The teacher asked the students to gather the ideas that two of them have before.

The students had to combine the whole text information. Therefore, each of them must pay attention to their partner's explanation.

- c. The teacher asked the students to find their pair to share the information. This exchange information was considered as the sharing step. Each of them gathered all of the information to get the best interpretation.

## 3. Closing

- a. The teacher gave the students several questions related to the text to check their reading comprehension.
- b. The teacher asked the students one by one in order to check the result of reading comprehension.
- c. The teacher asked some questions to find out if the students understood the topic they were discussing.

- d. The teacher asked the students about their learning activities then greeted the students to end the meeting.

### **3.6. Research Procedure**

This research conducted based on the following procedures:

1. Determining the Population and Sample

The population of this research was the students of the first grade of SMPN 5 BandarLampung. Two classes were chosen in this research; one class as the tryout class (VII F), and one class as experimental class (VII G).

2. Selecting and Determining Materials

The material of this research based on the syllabus for the first grade students of junior high school. Descriptive text was chosen as the focus of the study.

3. Making a Research instrument

The instrument of this research was reading text of multiple choice test. The researcher conducted the reading test for the Pre-test and Post-test. The purpose of this test was to gain the data.

4. Administering a Try-Out Test

The try-out test was to measure the test whether it is appropriate and applicable to beuse during the test. It took place on February 10<sup>th</sup> 2022. There were 40 multiple-choice items.

#### 5. Administering a Pre-test

A Pre-test was administered to identify the student's basic reading comprehension before the treatment. It conducted on February 14<sup>th</sup> 2022. There were 30 items of multiple-choice.

#### 6. Conducting Treatments

The treatments that were applied in the classroom is Think-Pair-Share technique. The treatment was down in three meetings of 2 X 40 minutes. The researcher conducted the treatments at VII G.

#### 7. Administering a Post-test

The post- test was given at the end of treatments in order to find out the development of the class. It took 60 minutes with 30 item of multiple-choice reading text. The post-test conducted on March 14<sup>th</sup> 2022.

#### 8. Analyzing Data

After conducting a pre-test and post-test, the researcher analyzed the data by using the statistical computation i.e. Repeated Measure T-Test to measure the data. It was computed through SPSS.

### **3.7. Data Analysis**

The researcher computed the students' scores in teaching speaking by using TPS technique by Tabulating the results of the test and finding the mean of the pre-test and post-test. The mean was calculated by applying the following formula:



$$M = \frac{\Sigma x}{N}$$

Notes:

M: mean (average score)

$\Sigma x$ : The total of students' score

N: Total number of students

(Hatch and Farhady, 1982)

a. The mean of pretest

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{1902}{32}$$

$$M = 59.43$$

b. The mean of posttest

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{2258}{32}$$

$$M = 70.56$$

The researcher drew the conclusion from the tabulated of the test given, the test was statistically analyzed by using Repeated Measure T-test of SPSS in order to examine whether the increase of the students' gain was significant or not. The formula was 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)

This chapter discusses about research design, data sources (population and sample), data collecting technique, instrument, validity and reliability, teaching procedure, research procedure, and data analysis.

## **V. CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher presents conclusion and suggestions. The suggestions are proposed for teacher and for other researcher who are going to conduct any similar research.

### **5.1. Conclusions**

From the analysis and discussion of the results, the conclusions of the study are as follows:

1. After being taught using the Think Pair Share (TPS) technique, students will improve their reading comprehension. The calculation shows that the two-sided significance value is  $H_0$  is rejected and  $H_1$  is accepted. 0.05. This is evidenced by the improvement in the student's average score after the test. This is higher than before the test. Students have an average pre-test score of 59.4375, post-test score of 70.5625 and points of 11.1250 points.
2. The results of this study show that the most improving reading comprehension aspect of the other aspects is identifying reference associated with three basic steps that enable students to get more information.

## **5.2. Suggestions**

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

### **A. For the teacher**

1. After conducting research, the researcher suggests the English teacher implement Think-Pair-Share (TPS) technique in teaching reading. There must be good preparation and time allocation because the materials have to be explained and delivered to the students. The teachers also have to make clear regulations to control the class, to make sure that the students can follow the instruction and focus on the material.
2. There is an aspect of reading that the students have difficulty understanding, such as determining the main idea. Therefore, the teacher should pay more attention to that aspect while teaching reading.

### **B. For further research**

It is suggested for further researchers to conduct this technique on different levels of students, with different skills or different types of text. For those who want to conduct the same research, it is highly recommended to balance the number of table specifications to get accurate data. Use an observation sheet to monitor student's activity in the class. Make sure that the try-out test item is already good in order not to drop too many items for pre-test and post-test.



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