

**THE USE OF THINK-PAIR-SHARE (TPS) TECHNIQUE TO IMPROVE
STUDENTS' READING COMPREHENSION IN RECOUNT TEXT**

(Undergraduate Thesis)

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ABSTRACT

THE USE OF THINK-PAIR-SHARE (TPS) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION IN RECOUNT TEXT

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This research aimed to investigate whether or not there is a significant improvement in students' reading comprehension of recount text after being taught by using Think-Pair-Share (TPS) technique. This research was quantitative research with one group pre-test and post-test design. The population of this research was eighth grade students of SMP NEGERI 02 BUNGA MAYANG in academic year 2021/2022 with 30 students of VIII.3 as the sample. The instrument used in this research was reading test in the multiple choices form. Pre-test and post-test were applied to collect the data. The result of this research showed there is a significant improvement in students' reading comprehension ability after being taught by using Think-Pair-Share (TPS) technique.

Keywords: reading comprehension, think-pair-share technique, recount text

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Novita Nurdianti

A Script

**Submitted in a Partial Fulfillment of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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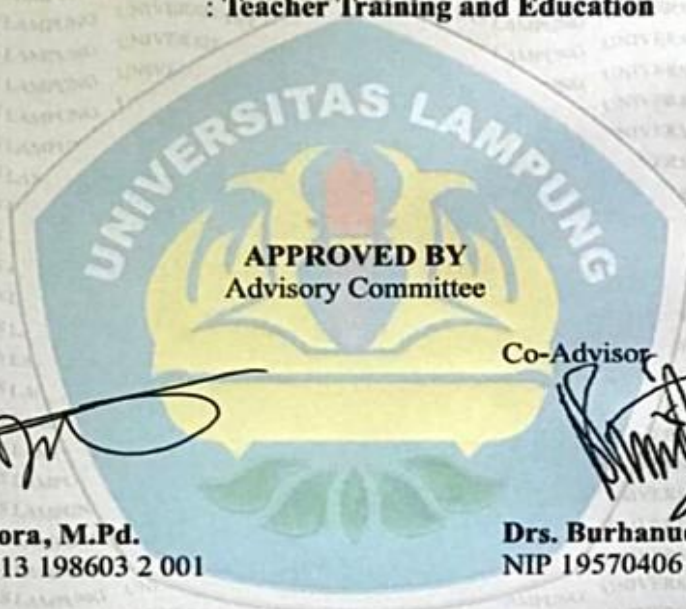
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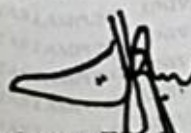
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

Novita Nurdianti was born on 23rd November 1999 in Lebak, Banten. She is the first child of two children in the family of Firman Basuki and Ririn Tarniasari. She has a sister named Zenita Zahra.

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DEDICATION

This dedication is proudly dedicated to:

Allah SWT

My beloved mother, Ririn Tarniasari

My beloved sister, Zenita Zahra

My beloved grandfather and grandmother

My beloved friends who always support me

My Almamater, University of Lampung

MOTTO

*“You who believe! Seek help (to Allah) with patience and prayer.
Indeed, Allah is with those who are patient.”*

(Q.S. 2:153)

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The writer would like to say the greatest praise and gratitude to Allah SWT., because of his grace and guidance the researcher could finish this undergraduate thesis. Sholawat is given to our Prophet Muhammad SAW., all of his family, friends, and all fellow Muslim.

This script entitled “*The Use of Think-Pair-Share (TPS) Technique to Improve Students’ Reading Comprehension in Recount Text*” is one of the requirements for S-1 degree. The writer would not make it this far without any support and encouragements from so many kind people.

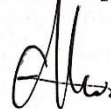
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The writer hopes that this research will be helpful for the educational development and can be used as the reference for the future researcher who interests in conducting the similar field. The writer realizes that this script is still so far from perfection and there is still mistake or error made. Therefore, the writer will appreciate the critics, comments, and suggestions.

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I. INTRODUCTION

This chapter consists of several points to be investigated. They are background of the research, formulation of the research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

As it is known, English is a worldwide language so English is the important language to communicate amongst people around the world. By using language, people can express their ideas and feeling. Practically, the New Order regime (1967-1998) integrated the official role of English through Presidential Decree No. 28/1990. This policy requires English in secondary education under the jurisdiction of the Ministry of Educational and Culture. This means that English was taught as a compulsory subject at junior and senior high schools in Indonesia.

According to Harmer (2007) reading is useful for language acquisition. No matter how much students understand what they read, as long as students read a lot, they will get a lot of information too. Additionally, by reading students can understand what the writer means enhance their knowledge.

Therefore, reading always comes along with comprehension. According to Patel and Jain (2008), reading is not only a source of information and a pleasure activity but as a means of consolidating and extending one's knowledge of the

language. Harmer (2001) also stated that reading is an incredibly active occupation. To do it successfully, the students have to understand what the word mean. Furthermore, Megawati (2017) stated that many students have difficulties in reading English texts and understanding it, because they only have limited vocabulary.

However, reading comprehension is an essential part in learning language, because reading comprehension skill provides multiple opportunities for students to study language, such as: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and texts. In an activity of reading, students should understand well about information and ideas in accordance with the contents of the reading. To fulfill those aspects, teacher needs to find a good approach to teach reading and what material and strategy will be suitable to be implemented in the class effectively.

In a fact, teaching students in reading comprehension was not easy things. Based on observations and pre-research in SMP Negeri 02 Bunga Mayang, the researcher found some problems that why the majority of students in SMP Negeri 02 Bunga Mayang find the difficulties in reading. Firstly, many students there still thought that reading was the most difficult part when learning English because their lack of vocabulary when they read English text. In other words, there are many students have low ability in reading. Second, based on the interview with some students, they said that the teacher still used Direct Reading Activity (DRA) in the teaching learning process. Furthermore, the students' motivation to follow reading activity also was low. They looked so bored and tended to be passive during the teaching and learning process, especially since online learning during the pandemic. Moreover, there are many students still got difficulties in comprehending the text and draw their own conclusion. It was also difficult for them to understand the content of the text such as identifying the main idea, recognizing the detail information, finding the reference, finding the inference, and discovering the meaning of vocabulary.

In this case, the teacher's role in developing students' reading comprehension is also critical. In addition, as students' facilitators, teachers need to select and prepare good teaching materials to help students get the most out of their reading class. Teachers may also try to find methods that will help students enjoy reading and improve their reading comprehension.

Moreover, an effective teaching technique was found and might solve the problem described above, it is a cooperative strategy called Think-Pair-Share (TPS) technique which was firstly developed by Frank Lyman at the Maryland University (1981). According to F. Lyman (1981), Think-Pair-Share (TPS) is a group discussion which students will listen or they will be given a question of presentation. Then, they have time to think individually, talk with each other in pairs, and finally share responses with the larger group. This technique help students become active participants in learning process. In addition, this technique gives students the opportunity to collect and organize their thoughts.

According to Ageasta and Oktavia (2018), Think Pair Share is one of teaching technique proposed to improve students' reading comprehension and it is being believed to provide chance for students in improving their understanding of the text. More importantly, Maulida (2017) acknowledged that this technique give assistance for the teachers to teach reading comprehension to their students. In addition, Palupi, Suparman & Suka (2013); Supriyani, Sudirman & Mahpul (2017); Suryani & Rifa'at (2019) claimed that Think Pair Share technique is effective in enhancing students' reading comprehension and they have proved that this technique gives significant difference on students' reading comprehension and offers great potential to improve collaboration and communication between peers.

After looking for some references linked to the research that is going to be done by the researcher, the research discovered some similar evidences that had been collected by other researchers in the past. Similar research was conducted by Malik (2011) entitled "The Effectiveness Think Pair Share Technique in

Improving Students' Reading comprehension of Descriptive Text". The research conducted in experimental study which showed the result that there was an improvement in experimental class after taught by using Think Pair Share technique.

Another research was conducted by Ariski, Rositari, and Saraswaty (2021) entitled "The Influence of Think Pair Share Technique (TPS) to Teach Reading Comprehension to The Tenth Grade Students" this study used instrument to collect the data which is quantitative data and also used descriptive text. In this research, the researcher found that there was an influence of the implementation of Think Pair Share technique on enhancement of statistical learning as a result of tenth-grade students of SMA Negeri 1 Sekayu.

Another previous research was conducted by Muryani and Iman (2017) entitled "Using Think Pair Share Technique with Descriptive Text to Improve Reading Comprehension on Tenth Graders." Muryani and Iman used instruments to collect the data with test. In this research they assumed that Think Pair Share technique was improve students' reading comprehension for some, yet they found the improvement was not too significant, but at least Think Pair Share technique did not make students' score low either.

Based on the background and theories explained above, there was a little difference between those previous research and present research. The first previous research used Think Pair Share technique to improve students' reading comprehension skill on descriptive text and both of the second and third previous research used Think Pair Share technique to teach reading comprehension to the tenth grader students. Thus, in the present research, the researcher decided to apply Think Pair Share technique toward students' reading comprehension on recount text in the eighth grade of SMP Negeri 02 Bunga Mayang at the second semester in the academic year 2021/2022.

There is also a formulation of this research were to find out whether Think Pair

Share can give an improvement and positive influence so that students tend to acquire language easier based on the material given and active in comprehending it. Therefore, considering the problem and regarding the advantages of Think-Pair-Share (TPS) technique above, the researcher was interested to conduct the research by the title "The Use of Think-Pair-Share (TPS) Technique to Improve Students' Reading Comprehension in Recount Text."

1.2 Formulation of the Research Question

After concerning the background and the problem, this research was guided by this research question: Is there any significant improvement of students' reading comprehension ability after being taught by using Think-Pair-Share (TPS) technique?

1.3 Objective of the Research

This research aims to find out whether or not there is any significant improvement of students' reading comprehension ability after being taught by using Think-Pair-Share (TPS) technique.

1.4 Uses of the Research

The results of this study are expected to be useful:

a. Theoretically

This research can be useful as the reference for the future researchers in conducting the same study. The result of this study also can be used as the reference for the future researchers who wish to conduct the technique to improve students' reading comprehension ability.

b. Practically

This research can be useful practically for:

- 1) Future Researcher

For the future researcher, hopefully this research can give a contribution in developing the theories about the improvement of students' reading comprehension ability by using Think-Pair-Share (TPS) technique.

2) Teacher

This research can be used as an inspiration for the teacher in deciding a learning media that will be applied in the classroom.

3) Students

This research will be applicable for students to help them actively do reading and to motivate them in reading as often as possible.

4) School

Hopefully, after this research has been done successfully, the quality of learning in the school will improve as well as students' reading comprehension ability.

1.5 Scope of the Research

This research applied quantitative approach and focused in the improvement in students' reading comprehension ability by using Think-Pair-Share (TPS) technique. The subject of the research was the students of the eighth grade at second semester at SMP Negeri 02 Bunga Mayang in 2021/2022 academic year. In its implementation, the researcher used personal recount text as the material in two meetings. The researcher focused on the use of Think-Pair-Share (TPS) technique to improve students' reading comprehension because students' reading ability were still low and need improvement. Based on Goor & Schween, (in Kindsvatter & friends 1996:309) there are five common formats used for cooperative learning activities and one of them is Think-Pair-Share (TPS) technique. So, the scope of this study is also about the Think-Pair-Share (TPS) technique that is expected to increase the students' reading comprehension ability.

1.6 Definition of Terms

These are several key terms that are useful to give consistent concepts:

a. Reading

Nuttal (1984) stated that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skill, cognitive skill, and the knowledge of the word.

b. Reading Comprehension

According to Chard (2008:1) comprehension does not just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read. Additionally, reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.

c. Think-Pair-Share (TPS) Technique

Lyman (1981) defined think pair share technique can be used in any content area before, during and after the lesson. The activity involves three basic steps, they are thinking, pairing, and sharing. In addition, the teacher asks students to think about a specific topic, pair with another student to discuss their thinking and, and then share their ideas with the group.

d. Recount Text

Recount text is a kind of genre which aimed to give information or entertain the readers. Recount text tells about facts or true stories organized in chronological series of events (Pradini, 2010 in Wagiyo 2018).

This chapter has been done in discussing the background of the research, the formulation of research question, the objective of the research, the uses of the research, and the definition of terms. To strength and support this chapter, the researcher formulated the review of previous studies and the theories in the next chapter.

II. LITERATURE REVIEW

In relation to this study, this chapter will discuss about several topics such as review of previous study, concept of reading, concept of reading comprehension, concept of TPS technique, concept of recount text, theoretical assumption, and hypotheses. The explanation of each topic can be seen as follows:

2.1 Review of Previous Study

There are several studies dealing with the topic of this research. Accordingly, some relevant research concerning in improving students' reading comprehension by using Think Pair Share technique.

The first study was from Malik (2011) conducted research entitled The Effectiveness Think Pair Share Technique in Improving Students' Reading Comprehension of Descriptive Text. The research conducted in experimental study that has a result there was an improvement in experimental class after they taught by using Think Pair Share technique.

Similar research was conducted by Ariski, Rositasari, and Saraswaty (2021) entitled The Influence of Think Pair Share Technique (TPS) to Teach Reading Comprehension to The Tenth Grade Students. The research also conducted in experimental design and used descriptive text. Based on statistically analysis, there was an influence of the implementation of the Think Pair Share technique on

the enhancement of statistical learning as a result of tenth-grade students of SMA Negeri 1 Sekayu.

Muryani and Iman (2017) also carried out the research entitled Using Think Pair Share Technique with Descriptive Text to Improve Reading Comprehension on Tenth Graders. The researcher collected data through test with Multiple Choice Question (MCQ). They assumed that Think Pair Share technique was effective to improve students' reading comprehension for some. Because they found the improvement score was not too significant, but at least Think Pair Share did not make students' score low.

Based on previous study above, the researcher intends to discuss about students' reading comprehension in recount text after being taught through Think Pair Share technique. Difference between previous studies and this study is the researcher tries to use a different kind of text, school level and also method to measure whether or not it will be as significant as the previous method. Additionally, to apprehend the research above, it shows that Think Pair Share technique can improve the students' reading comprehension

2.2 Concept of Reading

There Reading is one of the most important language skills. Reading is very important in the world of education because this is the level where all knowledge of the students starts to flight. According to Cline, Johansen and King (2006), reading is decoding and understanding the written texts. It means that decoding is an activity where the students translate the text in order to understand the information they get from the text. Furthermore, Dadzie (2008) stated that reading is the ability to understand words that help students' knowledge growth and develop. In line with this idea, Harmer (2007) stated that reading is very useful for language acquisition. No matter how much students understand what they read, as long as they read a lot, they will get a lots information too.

According to Patel (2008), reading is an active process which consists of recognition and comprehension skill. Patel also said that reading is an important tool for academic success, because the education of a child is imperfect, unless it is supplied every things needed of the ability of reading. Furthermore, reading build in the subject material in the school that should be mastered by the students. By reading, the students will know about what should they write and speak, also get information from the text.

Based on the explanation above, the researcher assumed that reading is an activity in order to get new information or knowledge from text to understand what the writer thinks in their writing. Furthermore, reading is very important skill for students in all level. The researcher used to read for learning in SMP NEGERI 02 BUNGA MAYANG and it is intended to support learning. So that students' background knowledge of the world will influence their improvement in reading skills.

2.3 Concept of Reading Comprehension

Reading comprehension is the main pillar in reading activity where a reader builds an understanding of a text. The ability of individuals to understand text is influenced by their ability to process the information. According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through the interaction and complicity with written language. Caldwell (2008) stated that comprehension is not a single unity process. It starts from the moving of words of the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, and finally connect these words into idea units. Moreover, it also refers to the students' ability to involve the internal and mental process of thinking and understanding of the text. In addition, Sabouri (2016) also stated that reading comprehension is the process of constructing the meaning from text. The aim is to understand a text rather than to acquire meaning from words or sentences. In the line with those ideas, Bojovic (2010) stated that reading

comprehension is a process of getting meaning from and bringing meaning to a text, so that the reading comprehension is the ability to read a text, process it, and understand its meaning.

According to Klinger et al. (2007:8), reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as previous knowledge and strategy use. In addition, Lems et al. (2010:170) stated that reading comprehension is not a static competency. When the needful skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. Simply put, reading comprehension is useful for obtaining information from a text and can improve the skills of evaluating students' vocabulary and then they also try to interpret its meaning.

Based some definitions above, the researcher summary up that reading comprehension is the act of understanding what you are reading. While the definition can be simply stated yet the act is not simple at all, because it is incredibly complex. Reading comprehension is related to the thinking process so that the reader gets the message that the author wants to communicate from the reading material.

Thus, reading comprehension involves other skills that each individual must possess in order to understand a passage such as remembering the meaning of words, finding answers to accurately answered questions, capturing ideas in content, and drawing conclusion from context. Therefore, all these processes should be taken into consideration in developing students' reading ability.

2.4 Aspects of Reading

This sub-chapter will explain about aspects of reading. Nuttal (1982) proposes five aspects of reading comprehension that should be mastered by the readers in order to deeply comprehend a text, as follows:

a. Determining Main Idea

The main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining the main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

b. Finding the Specific Information or Part of Text

It means looking for the information relevant to what goal in mind and trying to ignore the irrelevant ones. Supporting or specific information develops the topic sentence by giving definition, examples, fact comparison, analogy, cause and effect statistics, and quotation. The question of finding supporting detail is as follows: who is the character of the text?

c. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. There are two types of references; cataphoric and anaphoric references. A cataphoric reference unit refers to what cataphoric reference we would need to look ahead in the text. On the other hand, an anaphoric reference unit refers to another unit that was introduced earlier in the text. To understand the unit reference to by anaphoric reference we would need to look back in the text.

d. Finding Inference

The inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the reader implies the sentences or passages understand and conclude it logically.

e. Guessing Meaning of Vocabulary (Difficult Word)

It is unlikely that we will know every word in a text and even if we think that we have seen every word before, it is unlikely we will have seen a particular word in its present context. Guessing the meaning of vocabulary (difficult word) refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context.

2.5 Teaching Reading Comprehension

Teaching reading comprehension is the process of facilitating, guiding, and helping students to comprehend the text and presuming students with many opportunities to practice it. According to Harmer (2001), the important thing of the teacher's job is getting students to read English. Hence, the teachers would have skills to realize the concept into real teaching behavior to run effective teaching and learning. In order with this line, teacher must be able to motivate their students to select the material they want to read with an appropriate technique.

Based on those explanations above, it concludes that teaching reading comprehension even more that needs only reading a text. The teacher should pay attention on how to teach reading text to our students properly. Additionally, reading gives the students a lot of information and knowledge that they never know before, so that students and teacher can be a partner to make the teaching reading process more effective.

2.6 Concept of Recount Text

a. Definition of Recount Text

According to Djuharie (2007:436) recount is kind of texts to report events, activities and experiences of someone's life journey. Other expert which is Hartono (2007:6) also stated that recount is story genre to retell events for the purpose of informing or entertaining.

Further, recount text is one of genres of stories that can be said as a type of simple text because it is telling us about things or events that seem familiar and every day. Getting along with those ideas, Derewianka (1990) stated that in a recount we construct past experience. A recount is the unfolding of a sequence of events over time. We are using language for helping us to interpret our experiences and to keep the past event alive

b. Generic Structure of Recount Text

According Council (2008) cited from Husna (2019), there are three generic structure of recount text that can be seen as follows:

- 1. Orientation:** Orientation gives reader the background information needed to understand the text, and the reader will recognize about the scene setting and the context of the text.
- 2. Events:** events are ordered in a chronological sequence. Sometimes, additional details are added to the give some information for the reader.
- 3. Reorientation:** In this concluding paragraph, the writer can give his/her personal comment or statement.

c. Language Features of Recount Text

Pradini (2010) in Wagiyo (2018) explained the language features of recount text as follows:

- Using specific participant; the characters involve in the story is specific not general, e.g.: My family, my brother, Tyna, Mr. President, etc.
- Using chronological connectives or time conjunction to connect flows in the stories systematically and easy to be understood. The common conjunctions in recount are: when, then, next, after that, etc.
- Using linking verb; was, were
- Using action verb to show action; in recounts, there are action verbs where the activities can be seen, e.g.: ran, drove, cut, etc.
- Using simple past tense as it tells events that happen in the past, e.g.: I went to Jakarta, we did not know, I was very happy, etc.
- Using adjective to modify noun; e.g.: wonderful place, satisfying experience, green clothes, etc.

d. Types of Recount Text

There are five types of recount text according to Pradini (2010) in Wagiyo (2018). Those five types can be:

- Factual recount:** to record the particulars of an accident. Such as report of scientific experiment, police report, news report, historical account.

-Procedural recount: to inform listeners or readers. It records events such as a science experiment or a cooking experience. It also presents the events chronologically (in the order in which they happened). Such as telling someone how you built something.

-Personal Recount: to retell an event that the writer was personally involved in. such as a family holiday or your opinion on a subject.

-Imaginative recount: to take on an imaginary role and give detail of events.

-Historical recount: to inform by retelling past events and achievements in a person's life. It was specific names of the people involved in the biography. It presents the events chronologically.

e. Example of Recount Text

Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1.5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

Source: <https://www.nesabamedia.com/contoh-recount-text/>

2.7 Concept of Think Pair Share Technique

a. Definition of Think Pair Share Technique

Think Pair Share is a cooperative discussion strategy developed by Frank Lyman in 1981 at University of Maryland. According to Robertson (2006), Think Pair Share technique designed to provide students with something to think about on specific topics, pair with other students and allowing them to formulate their own ideas, and then share their ideas with the group. He also said that Think Pair Share technique is a cooperative learning strategy that can promote and support higher level thinking. In other words, this technique encourages a high level of pupil response and can help keep students on task.

Furthermore, Think Pair Share technique was developed by Kagan (1994) to provide that this technique can be categorized as one of the teacher flexible ways to implement cooperative learning since Think Pair Share technique introduces into the peer interaction element of cooperative learning the idea of ‘wait or think’ time, that has been demonstrated to be a powerful factor in improving students’ responses to questions. According to Afoan and his friends (2016), Think Pair Share technique is a type of cooperative learning designed in such a way as to influence students’ interactional patterns. Moreover, Aniq and Karyaningrum (2018) stated that this learning model can provide opportunities for students to work alone and collaborate with others, so that students will be actively involved in the classroom activities. In addition, Emmanuel (2016) and Raba (2017) stated that three constituents of Think Pair Share technique,

namely, time for thinking, time for sharing with a partner, and time to share among peer to a larger group. The use of that strategy unites the cognitive and social aspect of learning to promote the development of thinking and the construction. Additionally, Think Pair Share is a strategy that works from early childhood to all subsequent phases of education. It is an adaptable structure that has been used and adapted in an infinite number of ways.

Based on the explanation above, the researcher summaries up, with the learning strategy which is Think Pair Share technique, the students are providing with think-time to internalize content, trained how to express opinions, and they could learn to respect the opinions of others, while still referring to the curriculum, materials, and learning objectives that holds them accountable for their outcomes.

b. Procedure of Think Pair Share Technique

The teacher chooses the text to be read and develops, which in this study uses recount text. The teacher then tells students the purpose of the strategy which is Think Pair Share technique and provides guidelines for classroom discussions. The teacher should model the procedure to make sure that students understand how to use the strategy. Also, the teacher should monitor the students as they work.

McTighe and Lyman (1988) defined the Think Pair Share technique as a multi-mode discussion that is divided into three stages:

- 1) Think: students are given time to think individually after a question is posed by the teacher. In addition, pose questions, issue or scenario that involves making decision. The teacher asks the students to think and write down about their response during this time.
- 2) Pair: discuss the ideas with each other within a paired setting to produce a final answer. In addition, after the teacher gives sufficient thinking time to students, instruct them to form pair and share their ideas. It allows

students to consider others' ideas and perspectives.

3) Share: each pair shares their new improved answer in front of the class. In other words, some pairs of students may share ideas with another pair, making group for further discussion.

Jones (2006) stated that in this strategy teacher ask a question which can generate discussion and higher order thinking among students. It means that this technique made a discussion can become a whole class activity where all ideas are considered.

c. Advantages of Using Think Pair Share Technique

Think Pair Share as a learning technique, they are:

- 1) The quality of the students' response towards answering teachers' question improve when the students have an appropriate "think time".
- 2) The students are actively engaged in thinking process.
- 3) When student discusses the topic with a partner, then thinking process becomes more focused.
- 4) The students have an opportunity to discuss and reflect on the topic after the lessons and it raises the students' sense of critical thinking even higher.
- 5) Actually, there is no specific materials are needed for implementing this learning model. This technique can be useful for any material.

There are so many benefits of Think Pair Share technique. This technique can help the students in learning activities. The students can share their knowledge each other, and it makes their effective aspects improve rapidly. In the line with this order, Kagan (2009) stated some benefits, Think Pair Share technique is effective enough in English learning, because this strategy will help students to formulate and share their individual ideas through focused and purposeful talk with peers, develop the ability to filter information and draw conclusions, and also considering other points of view when making decision. Besides Think

Pair Share technique gives the students opportunity to feel more comfortable sharing their thoughts. It creates a learning atmosphere that is full of encouragement and positive relation among the group as well.

Based on those benefits above, teachers can reach the goal of teaching reading because each of students has the same opportunity to share their ideas with their friends and they can really understand the content of the text.

d. Disadvantages of Using Think Pair Share Technique

In spite of the advantages, Think Pair Share technique also has some disadvantages, they are as follows:

- 1) Not all students focus on the topic given, because they can share anything with their partner out of topic given.
- 2) The teacher who did not prepare lesson plans properly would be time consuming. In other words, this technique spends so much time when the process does not run well.
- 3) Since there are many small groups in the class, the teacher hard to assist the students during the discussion.
- 4) When student starts to discuss the topic, the class may be very noise.

Based on the explanation above, the researcher assumed that teachers should have ability to manage the time because the strategy not always perfect, then the teacher should work hard to monitor their students during the discussion and make sure that every student is working in pairs or group to increase their sense of involvement in classroom activities.

2.8 The Procedure of Teaching Reading Comprehension with Recount Text by Using Think-Pair-Share (TPS) Technique

According to Pardo (2004) reading process is divided into three stages: pre-reading, while reading, and post-reading. The teacher is provided opportunities to design the activities for each stage that will improve students' reading comprehension. There are some procedures of teaching reading comprehension with personal recount text by using Think-Pair-Share (TPS) Technique:

a. Pre-Activities

- 1) Teacher opens the class by greeting the students; students answer teacher's greeting.
- 2) Teacher checks the attendance list; students listen their name carefully.
- 3) Teacher attracts students' attention through interesting question such as "have you ever read about someone's past experience?" The students answer teacher's question and share their answer.

b. While Activities

- 1) Teacher gives recount text as the teaching material and explains the generic structure in recount text; students pay attention and listen carefully to teacher's explanation.
- 2) Teacher gives reading material and asks students to read the text and also answer those comprehensive questions based on the text related to five aspects of reading which are main idea, specific information, reference, inference, and vocabulary, in order to get the information from the text; the students have to read the reading text individually and silently. (Think Activities)
- 3) Teacher says "please make a pair with your friends, after that share the information that you get from the text and discuss it with your partner to get the whole information"; students find their partners to discuss about the text that they have read before. (Pair Activities).
- 4) Teacher asks the students to answer the questions based on the text

related to five aspects of reading which are main idea, specific information, reference, inference, and vocabulary with their partner; Students discuss the whole text information with their partners to answer the questions. (Pair Activities)

- 5) Teacher walks around the class to check the students' work and the students need to focus on the reading text.
- 6) Teacher calls some students' pair randomly and asks them about the answer of the question and share it in front of the class; the students are allowed to ask some questions to the other pair of students to check their comprehending about the text. (Share Activities)
- 7) Several pairs of students are sharing their answer and opinion in the whole of the class. (Share Activities)
- 8) Teacher and the students do the correction together to find out the correct answer.

c. Post Activities:

- 1) Teacher asks students "Do you have any questions?" then students raise their hands if there is any questions, and teacher gives the feedback to the students.
- 2) If there is no question from the students, teacher asks the questions in order to check students understanding about the topic that they have discussed.
- 3) Teacher asks the students to tell their feeling to the teacher after the learning activity.
- 4) Teachers closing material and say good bye for ending the meeting and the students say goodbye too.

2.9 Theoretical Assumption

Reading is an important aspect in our life journey because people cannot know anything without reading. In the world of education, reading is one of the various skills that students must be mastered. But not infrequently we see

that many students are not able to understand the reading text. Nowadays, to comprehend the text is not easy for most students. Sometimes many students find any difficulties in comprehending the reading text because of their lack factor. Then, the teacher should use the suitable technique to solve the problem in teaching reading comprehension and learning process.

Think Pair Share is one of the empowering class discussion techniques which is part of cooperative learning that can influence students' individual thinking, allows the students to have each other conversations, collaborate together to solve the problems, and sharpen their team building ability. The researcher thinks about sometimes it is hard to students tell if they are really getting it and understand the material when the teacher in the middle of a very long teacher- centered learning. In order with this idea, Think Pair Share technique will help the teacher keep students stimulated while they are processing new content. If the teachers see students getting distracted or bored, teacher can pull up this student discussion technique to pose a reflective question about the current lesson or material that the teacher is guiding them through. This will help the students' focus back directly. So that students' interacting with the lesson rather than merely letting it go in one ear and seem more active. Furthermore, Think Pair Share technique is a fun and simple learning technique to use. Think Pair Share also is not only a helpful technique for getting through the lesson plans and stimulating discussion in students, but building a true sense of community in the classroom.

Based on the previous explanation, the researcher assumed that Think Pair Share technique can help the teacher in teaching reading process by mastering and understanding. Additionally, the researcher has assumption that Think Pair Share technique is suitable for teaching reading comprehension because the students will understand the content of the text easily and they can be more active in the learning process.

2.10 Hypothesis

Based on theories and assumptions above, the researcher conducted this hypothesis below:

There is a significant improvement of students' reading comprehension ability after being taught by using Think-Pair-Share (TPS) technique.

This chapter has discussed about the previous studies, concept of reading, concept of recount text, concept TPS technique, teaching reading by using TPS technique, theoretical assumption, and hypotheses. The methodology of the research will be discussed in the next chapter which is chapter three.

III. RESEARCH METHODS

This chapter consists of several topics that will be discussed. There are research design, population and sample, variable of the research, data collecting techniques, research instruments, research procedure, validity and reliability of the instruments, scoring criteria, data analysis, and data treatment.

3.1 Research Design

This research was quantitative research and used one group pre-test and post-test design. One group pre-test and post-test design were used in line with the question of this research that is whether or not there is a significant improvement in students' reading comprehension ability after being taught by using Think-Pair-Share (TPS) technique. One group pre-test and post-test design could be represented as follows:

In which:

$$\boxed{T_1XT_2}$$

T_1 : Pre-test (before the treatments)

X : Treatment (using Think-Pair-Share technique)

T_2 : Post-test (after the treatments)

(Hatch and Farhady, 1982)

3.2 Population and Sample

The population of this research was eighth grade students of SMP NEGERI 02 BUNGA MAYANG in academic year 2021/2022. There are four classes of the eighth graders, and the population consisted of 154 students. Since the research design is one group pre-test and post-test design, the sample only used one class only. The sample of this research was 30 students VIII.3. The sampling technique that is used in this research was cluster random sampling by using a lottery. According to Sugiyono (2013), there are two types sampling techniques, there are probability sampling and non-probability sampling. The cluster random sampling technique is a type of probability sampling that is most effective to choose only certain groups of the population.

3.3 Variable of the Research

According to Sugiyono (2013), research variables are basically everything in any form determined by the researcher to be studied so that information is obtained about it then conclusions are drawn. There are two variables in this research, namely:

X = independent variable is Think-Pair-Share (TPS) technique. It is the major variable that affects or is the cause of the change or the emergence of the dependent variable.

Y = dependent variable is students' reading comprehension ability. It is a variable that is affected or the result because of the independent variable.

3.4 Data Collecting Technique

The data were collected by using measurement to answer the research question. Pre-test and post-test in the form of multiple choices question was used to measure students' reading comprehension ability. The pre-test was established in the beginning of the meeting or before students were given treatments. Then, the

treatments were held for about 2 meetings. After all the treatments have finished, the post-test was conducted. Then, the research analyzed the result of those activities which could be classified as follows:

1) Try Out

Try out was conducted to know the quality of the test as the instrument of the research such as reliability, level of difficulty, and discrimination power. Try out test contains 40 multiple choice items with four options (a, b, c, and d). The students were from VIII.1 class in order to know the appropriate test.

In addition, the test can be specified as good if it is reliable and valid. The composition of the items was showed in the table below:

Table 3.1. Try Out Specification

No.	Reading Skills	Items Number	Percentage
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%
Total		40 items	100%

2) Pre-Test

After getting the result of the try out test, the researcher gave the pre-test. Pre-test contains 30 multiple choice items with four options (a, b, c, and d). The students were from class VIII.3. The pre-test was administered in order to know the students' reading comprehension background knowledge before the treatments. The distribution of test was presented as follows:

Table 3.2. Specification of Pre-test

Aspect of Reading	Items Number	Percentage
Main Idea	1, 8 14 17, 24, 28	20%
Specific Information	2, 9, 12, 19, 20, 27	20%
Reference	4, 5, 15, 18, 23, 29	20%
Inference	3, 6, 10, 13, 22, 30	20%
Vocabulary	7, 11, 19, 21, 25, 26	20%
Total	30	100%

3) Post-test

The post-test was administered after conducting the treatments to the students. The aim of the test was to find out the students' reading comprehension ability after the treatments. The realization of the post-test is same with the pre-test. Post-test contains of 30 questions in the form of multiple choice within 30 minutes. The distribution of test was presented as follows:

Table 3.3. Specification of Post-test

Aspect of Reading	Items Number	Percentage
Main Idea	3, 6, 13, 18, 20, 27	20%
Specific Information	2, 8, 15, 16, 21, 28	20%
Reference	4, 11, 14, 19, 24, 30	20%
Inference	5, 10, 17, 22, 25, 29	20%
Vocabulary	1, 7, 9, 12, 23, 26	20%
Total	30	100%

3.5 Research Instruments

This research used reading test as the instrument to measure students' reading ability of recount text. Reading tests of this research were in the form of multiple choice. The pre-test was given to the students in the first meeting before the treatments while the post-test was given in the last meeting after the treatments had been done. Since this research focused on recount text as the learning material, the reading test was also about recount text. They were given 60 minutes to finish their work. The aims of pre-test and post-test were used to know the

students' reading ability of recount text because of the use of Think-Pair-Share (TPS) technique whether there is an improvement or not. The scoring system was applied to score students' reading test.

3.6 Procedures of the Research

This research was using several procedures in collecting the data, there were:

1) Selecting and determining the population and sample

The population of this research was the eighth grader students of SMP Negeri 02 Bunga Mayang. There are four classes, but the researcher was chosen two classes, the first class was the Try Out class (VIII.2) and the other class was the experiment class (VIII.3). There was no researcher had conducted a study by using Think-Pair-Share (TPS) technique at SMP Negeri 02 Bunga Mayang before.

2) Finding and selecting the material

The researcher determined the materials that were taught to students, the material was a test of recount text. In this session, the materials were taken from students' module book from eighth graders of Junior High School and also the internet. It was based on curriculum 2013 and school syllabus. Recount text was chosen as the focus of the study.

3) Preparing the instrument

The purpose of the Try Out test was to measure whether the test is appropriate and applicable to be use during the research. Try Out test was administered by the researcher to the Try Out class. From the Try Out class, a good test can be measured by considering several factors, such as validity, reliability, level of difficulty and discrimination power.

4) Administering the pre-test

Pre-test was conducted before the treatment. In the first meeting, the researcher gave the pre-test to the experimental class, namely VIII.3. This test was aimed at knowing the students' reading comprehension ability before having the treatment. The test is Multiple Choice Question, and the total number of the test was about 30 questions. The students were asked

to fulfill the questions within 30 minutes.

5) Determining the learning technique to be taught

In the second and third meeting, the researcher gave the treatment. The researcher gave the treatment in two meetings. In the treatment, the researcher was teaching the students by using Think- Pair- Share (TPS) technique with 90 minutes in every meeting. The students were given the explanation about Think-Pair-Share (TPS) technique. The students also were given the explanation about recount text and topic of recount text. In other words, the chosen class was taught by the technique with procedure, and there was pre-activity, while activity, and post-activity.

6) Preparing the post-test

The post-test conducted after the treatment. In the last meeting, the researcher gave post-test. The test was also same with the pre-test which is multiple choices and the total number of the test are 30 questions. By giving the post-test, the researcher knew whether the students improve their reading comprehension ability or not.

7) Analyzing the data.

The result would be identified from the average scores pre-test and post-test compared to see the improvement of students' reading comprehension.

8) Made a report of findings.

3.7 Analysis Research Instruments

In this research, the instrument was tested in reading comprehension of recount text in the pre-test and post-test. In this research, the researcher used multiple choice form. In try out, the items are 40 numbers. It was selected to be 30 numbers for pre-test and post-test. The test items for pre-test and post-test was same but in different number.

a. Validity of the Instruments

According to Brown (2004), validity is a standard of an instrument which measures what it is supposed to be measure. Moreover, the instrument should cover up all the indicators which the researcher wants to measure. To measure whether the test has good validity, the researcher saw the content validity and construct validity of the test. Two types of validity that used in this research are:

1) Content Validity

According to Hatch and Farhady (1982:251), content validity is extended to which a test measure representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the material. It means the material should be based on the core competence and basic competence in the syllabus of the eighth grade of junior high school. Then, the researcher used the core competence K1, K2, K3, and K4 and the basic competence 3.11. *Analyzing social function, text structure, and linguistic elements of several text recount by giving and asking information related to the event/experience based on the context*). The researcher conducted the test and lesson plan based on these competencies. Furthermore, recount text is in the second semester of the second year of Junior High School which is eighth grade. Then the instrument had fulfilled content validity.

2) Construct Validity

According to Nurweni (2018), in construct validity, the instruments are measured based on some indicators. In addition, construct validity refers to the suitable or not the content of the test towards the mastery or the ability that would be tasted. In this research, the researcher administered five indicators of the test. Nuttal (1982) proposes five aspects of reading comprehension that should be mastered by the readers in order to deeply comprehend a text, there are determining

main idea, finding the specific information or part of text, finding reference, inference, and vocabulary. Furthermore, the reading test compared to the table of specification to know whether or not the test has a good reflection of what had been taught.

Furthermore, reading test was used as the instrument of this research for pre-test and post-test. The test was composed based on the indicators and the objectives in the lesson plan. Therefore, to check the validity of the research instruments, the instruction of the test was adapted and previously examined by Windaria Prabuyana, S.Pd. as an English teacher of SMP Negeri 02 Bunga Mayang.

b. Reliability of the Instruments

Gray (2007) stated that a good measure is one that is consistent, that can be used over and over again with comparable result. In addition, reliability is a consistency of measurements that 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 with the following formula:

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

In which:

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 odd number

$\sum y$: total score even number

1) Reliability of the Half Test:

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

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

$$r_{xy} = \frac{178.636 - (410 \times 413)}{\sqrt{(180.336 - 168.100)(184.994 - 170.569)}}$$

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

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

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

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

In guidance to the Try Out test result and the reliability above, the Split-Half technique was used in this research to find the reliability of the half test and to measure the coefficient of the reliability between odd and even group. The Split-Half technique showed the reliability of the half test (r_{xy}) was 0.71.

The researcher used the Spearman-Brown Prophecy formula after acquiring the reliability of the half test above. According to Hatch and Farhady (1982) to ensure the reliability of the whole test used this formula as follows:

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

Notes:

rk : reliability of the test

r_{xy} : reliability of the half the test

The criteria of the reliability are:

0.90-1.00 : high

0.50-0.89 : moderate

0.00-0.49 : low

2) Reliability of the whole test:

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

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

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

$$rk = 0,84$$

After obtaining the test, Spearman Brown's Prophecy formula was used to determine the reliability of the whole test. It was found that the result of the whole test (rk) was 0.84. It could be stated that the Try Out test had average reliability in the range 0.50-0.89. Moreover, Try Out test could be used as the instrument of the research since the test generated consistent result.

c. Level of Difficulty

The difficulty level of an item is used to know how difficult or easy the test. Level of difficulty is generally expressed in the percentage of the students who answer the item correctly. The researcher used the formula by Shohamy (1985) to find the level of difficulty, with the following formula:

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

In which:

LD : Level of difficulty

R : The number of students who answer correctly

N : The number of students

With 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 7.

d. Discrimination Power

Shohamy (1985) stated that discrimination index explains about the extent to which the item differentiates between high and low students on that test. The researcher will use the formula by Shohamy (1985:81) to calculate the discrimination power, with the following formula:

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

$$\frac{1}{2} N$$

In which:

DP : Discrimination power

U : Number of students from upper group who answer correctly

L : Number of students from lower group who answer correctly

N : The total number of students

With the criteria as follows:

0.00 – 0.19 : refers to poor items

0.20 – 0.39 : refers to satisfactory items

0.30 – 0.69 : refers to good items

0.70 – 1.00 : refers to excellent items

Negative (-) must be omitted : bad items

For the result of discrimination power see appendix 7.

3.8 Scoring System

The researcher determined the procedure to be used in scoring the students' work by using Arikunto's (2000) formula. The scoring guide is as the formula's follow:

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

In which:

- S : The score of the test.
 R : The total of the right answer
 N : The total item

3.9 Data Analysis

The data was analyzed by using quantitative. The steps of analyzing students' score will be explained below:

- 1) Scoring the pre-test and post-test
- 2) Finding the mean of pre-test and post-test.

In finding the mean of pretest and posttest, the researcher applies the formula by Hatch and Farhadi (1982:25):

$$Md = \frac{\sum d}{N}$$

In which:

- Md : Mean (average score)
 $\sum d$: The total of students' score
 N : The total number of the students

Drawing conclusion from the tabulated result of the pre-test and post-test administered, that is statistically analyzed to examine whether or not there is an improvement of students' reading comprehension ability after the students being taught by using Think-Pair-Share (TPS) technique. The researcher used the following formula:

$$I = X2 - X1$$

In which:

I : The improvement of student achievement

X1 : The average score of Pre-test

X2 : The average score of Post-test

(Hatch & Farhady, 1982)

3.10 Data Treatment

There were two treatments of the data in this research there were normality test and hypotheses test where the descriptions can be seen as follows:

1) Normality Test

Normality test was used to find out whether the test in experimental class was distributed normally or not. In this research, the researcher used SPSS (Statistical Package for the Social Sciences) 25.0 for windows to calculate it. Furthermore, the researcher used One Sample Kolmogorov-Smirnov Test. The standard of normality test can be seen as follows:

H_0 : The data is distributed normally. (The significant value is > 0.05).

H_1 : The data is not distributed normally. (The significant value is < 0.05)

2) Hypothesis testing

The hypothesis testing is used to prove whether the hypothesis process in this research is accepted or not. After collecting the data, the data were analyzed by the researcher in order to find out whether there is a significant improvement of students' reading comprehension in the recount text after being taught by using Think-Pair-Share (TPS) technique. Paired Sample T-Test was used to find out the level of significance of the treatment effect. The result of the Paired Sample T-Test was to distinguish 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 ability after being taught by using Think-Pair-Share (TPS) technique.

H_1 : there is an improvement in students' reading comprehension ability 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 ($\alpha < 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions as the reference for the future researcher or the English teacher who want to use weekly journal as a technique to improve students' writing achievement of recount text.

5.1 Conclusions

Based on the result of the data analysis, the researcher concluded that there is a significant improvement of students' reading comprehension ability after being taught by using Think-Pair-Share (TPS) technique. It is because of the learning activity. During the learning activity, the students joined the class enthusiastically. Furthermore, this research found that Think-Pair-Share (TPS) technique helped the students comprehend the text in recount text easily. The technique could acknowledge the students to explore their ideas based on their individual background knowledge and the help from partners when they have discussion. It can be said that Think-Pair-Share (TPS) technique has a good positive result in teaching learning activities in the class.

Besides that, the aspect of reading comprehension that improve the most among other aspects of reading is finding specific information since the students can determine the answers in the text correctly. Moreover, the slightly improve is making inference. It might be the students got difficulties in making inference since that aspect is about good guess and need the students logical thinking.

5.2 Suggestions

Based on the research result, here are some suggestions from the researcher:

- 1) The English teacher could use Think-Pair-Share (TPS) as a technique of teaching reading since the result of the research has given the evidence that Think-Pair-Share (TPS) technique can be effective to improve students' reading comprehension of recount text. Furthermore, this research suggests the teacher should pay more attention to the aspects of reading, due to aspects which the students have difficulty to understand it. In this research 5 aspect of reading which main idea, specific information, reference, inference, and vocabulary actually improved, but still the teacher should pay more attention about the aspects while teaching reading
- 2) Future researchers are recommended to continue and improve the implementation of Think-Pair-Share (TPS) technique, perhaps by dealing with other skill such as listening, speaking, and writing.
- 3) Future researchers are also recommended to maximize the time allocation for applying Think-Pair-Share (TPS) technique in teaching reading activity in the classroom.

Finally, this chapter has represented the conclusion of this research because of the implementation of Think-Pair-Share (TPS) technique. Moreover, the suggestions in this chapter also summarizes that it is recommended for the teacher to applied Think-Pair-Share (TPS) technique to teach reading and hopefully this research can be useful as guidance for the future researcher who interested to gain the similar field.

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