

ABSTRACT

THE USE OF MODIFIED THINK PAIR SHARE ON GOOGLE CLASSROOM ON STUDENTS' READING NARRATIVE TEXT AT SMK NEGERI 1 BRAJA SELEBAH LAMPUNG TIMUR

By

Ditha Kusumarajni

This research aimed to determine whether there was a significant difference between the students' reading ability narrative text taught through modified TPS and those taught through original TPS on google classroom; and which aspect of reading improved the most after they had been taught through modified TPS. This was quantitative research. There were two classes used, experimental and control groups. The experimental group was given treatments using the modified Think-Pair-Share technique, and the control group was assigned the original Think-Pair-Share.

The population of this research was the first graders of SMKN 1 Braja Selehah. This research used two classes, X TKJ 1 as the control group and X TKJ 2 as the experiment one. Both were regular classes on the same level and consisted of 20 students. The sample of this research was chosen purposive sampling.

This study is students' reading achievement by giving several reading tests to students. A reading test is a pretest and posttest to see the significant difference in students' reading. It can be seen that the significance value (2-tailed) of the pretest normality test for the control class is 0.200, and the posttest is 0.195, which is greater than 0.05. It can be concluded that the data is normally distributed. Meanwhile, for the normality test, the experimental class pretest is 0.277, and the posttest is 0.355. It can be concluded that the data is normally distributed. This shows a significant increase before and after implementing the original TPS and the modified TPS. In addition, the results of the two-tailed computation show that $p < 0.05$. That is, H_0 is rejected, and H_1 is accepted. It can be concluded that there is a significant increase in students' reading comprehension of narrative texts through Modified TPS we can see in the Experimental class.

All in all, it can be stated that there was an improvement in students' reading comprehension taught through modified TPS and those taught through original TPS. Therefore, the hypothesis was accepted. In short, it can be said that the Modified Think-Pair-Share (TPS) technique successfully improves students'

reading comprehension and aspects, namely in determining the main idea. As a result, the Modified Think-Pair-Share (TPS) technique improved students' reading comprehension in X TKJ 2 class of SMKN 1 Braja Selehah from the pre-test to the post-test.

Think-Pair-Share model has benefit such as, students are actively engaged in thinking; thinking becomes more focused when it is discussed with a partner; more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic; many students find it easier or safer to enter a discussion with another classmate, rather than with a large group; and when students have appropriate "think time," the quality of their responses improves. In pairing, students have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

Keywords: Google classroom, Modified Think Pair Share, Reading comprehension,