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

(A Thesis)

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ABSTRACT

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

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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 Selebah. 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 Selebah 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,

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By:

DITHA KUSUMARAJNI

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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung, 15 September 2022
Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Ditha Kusumarajni. She was born on November 22th, 1996 in Way Jepara. She is the second child of Triyono and Yuntiasih. She has one sister, Indri Femiceyanti.

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DEDICATION

The writers dedicates this work to :

1. Her beloved parents: Triyono and Yuntiasih
2. Her beloved siblings: Indri Femiceyanti
3. Her classmates in Master in English Education Study Program
4. Her almamater: University of Lampung

MOTTO

“Don’t stop learning because life doesn’t stop teaching”

- **Loving yourself isn’t vanity, it’s sanity -**

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Alhamdulillahirobbil'alamin, praise is merely for Alloh SWT, the Almighty God for blessing me to finish this script. The script which is entitled: The Use of Modiified Think Pair Share on Gogle Classrooom on Narrative Text at SMK N1 Braja Selebah is submitted as a partial fulfillment of the requirements for S2 Master's degree at the Department of Language and Arts of Teacher Training and Education Faculty, University of Lampung.

Gratitude and honor are addressed to all persons who have supported the writer in completing this script. Therefore, the writer would like to express her respect and best gratitude to:

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The writer hopes this script can give a positive contribution to the educational development and also for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions.

Bandar Lampung, 15 September 2022
The Writer

Ditha Kusumarajni

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I. INTRODUCTION

This chapter discusses some points related to the research. They are background, Identification of Problems, Limitation of Problems, Objective of the Research, Significances of the Research, and Definition of Terms.

1.1 Backgound of the Problems

English teaching is performed to improve students' ability to convey in English. Students need to practice to accomplish their ability, with the goal of utilizing English informatively in oral and composed structures. Reading is a significant aptitude to accomplish the students' ability. It is one of the common ways to cause the students to get data. In any case, reading is likewise needed for the students because the accomplishment of their examination relies upon most of their aptitude to read. According to Harmer (2007:99), reading is useful for language acquisition.

Provided that students more or less understand what they have just read and what they can read from a lot to read, they will get a lot of information. In line with this idea, Grellet (2004:7) states that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students can be taught to use what they know to understand unknown elements, whether ideas or simple sentences, or words, to get more information from the text.

Ideally, SMK students should be able to be fluent in reading texts, but with certain studies, students have not fully achieved the target. Some students read the reading text that is still mispronounced and spelling wrong. It is expected that vocational students can read fluently and understand the meaning and purpose of the text. Unfortunately, most of the students at SMKN 1 Braja Selebah are still not able to master the reading of English texts. This is evident when doing direct observations and participating in teaching in the class; it was found that only a few students could read, understand the text, and do the questions and get a minimum pass. The researcher found some problems while conducting the pre-

observation in SMK N1 Braja Selebah. First, the students found it difficult to comprehend the text because of their lack of vocabulary. It also affected students' interest to read the text because they felt confused about the meaning. Second, based on the interview with the students, they said that the teacher used DRA (Direct Reading Activity) in teaching reading. The teacher asked the students to read the whole text and answer the following questions based on the text. There was no particular technique used by the teacher so that the students were not able to involve actively in teaching learning process. The last was the students found it hard to deal with a long paragraph. It was difficult for them to understand the content of the text such as identifying the main idea, finding the reference, finding the inference, recognizing detailed information and discovering the meaning of vocabularies.

On the other hand, through interviews with teachers, it was found that only a few students could get the min. However, in this current era, the world of education is very concerned about the situation we are currently facing due to the Covid-19 pandemic. Many institutions such as universities and schools must implement the home learning process. This situation makes teachers have to carry out the learning process and are required to use technology in learning. Classroom teaching should be changed to online learning or E-learning. Because judging the value of students in this pandemic period is very low, we as teachers must have high motivation for students so that they are enthusiastic about learning again. It is not only given motivation, but the way we work also needs to be changed so that children do not get bored with monotonous methods. We need to know that the value of students at SMKN 1 Braja Selebah is very low. How about we as teachers give them the spirit of learning rather their value is not low.

Mulyadi et al. (2020) said, teachers, face the challenge of making students have real-world communicative competencies for their professional careers by properly integrating language and technology pedagogy. So, teachers must be able to use technology as it is today; teachers and students interact and engage through E-learning. Students can receive material through electronic media and the internet because the teacher cannot deliver the material directly. Agarwal & Pandey (2012) stated that e-learning focuses on the use of technology in learning and education, as well as the use of electronic media in the learning

process, which refers to the use of technology, information, and communication processes. In E-learning, teachers and students stay in touch and interact even though they are not facing to face. An example of e-learning is online learning, where learning uses the internet network that can connect students and teachers through electronic media. As stated by Urdan & Weggen (2000), online learning leads to internet-based learning, virtual learning, cyberlearning, web-based teaching, distributed learning, electronic learning, and internet-based training. So, students and teachers can interact with each other even in different rooms.

However, learning English is not anything but difficult to determine. Subsequently, the educator contributes to the students by applying parts techniques, methodologies, and procedures so the students can improve accomplishment in learning a language. Moreover, the students have a distinctive approach to learning English; they can get low accomplishments and high accomplishments depending on how they learn; they are dynamic or latent students. It indicates that numerous elements include in students' English accomplishments. On the other hand, the Language fitness of individual contrasts is viewed as influencing students' language learning.

Furthermore, students need an appropriate technique to increase their interest in reading so that they can achieve the reading goals and improve their reading capability. The teacher should give the students more activities which can attract their attention in the teaching-learning process. Therefore, the technique should increase students' reading comprehension and make them enjoy the teaching learning process. Concerning those statements, a suitable technique is really needed to keep the students' motivation to read the text so that they can get the necessary information. There are some applicable techniques to improve students' reading comprehension.

But the conditions are different when students are at school; in reality, at school, they have a lot of obstacles in implementing online schools. Especially regarding they get bored quickly, and if we want to try learned used zoom or google meet, it is not very effective because the signal is blocked, which is very difficult. Maybe we can do it, but students are not fully present; out of 20 students, maybe only ten children can join the google meet or zoom. If we are given summarizing assignments and books are collected

at school, I don't think it's effective, but if it's once in a while, it's okay, but if we do lessons like that every day, students get bored.

By that explanation, the researcher was interested in investigating whether there is a significant difference between the students' achievements taught through modified TPS and those taught through original TPS. The researcher also determines whether there is any correlation between the students' reading narrative text achievements taught through modified TPS and original TPS.

1.2 Identification of Problems

About the background of the problem, the following problems can be identified as follows:

1. The process of learning English reading will not be interactive.
2. The students found it difficult to comprehend the text because of their lack of vocabulary. It also affected students' interest to read the text because they felt confused about the meaning
3. The students, they said that the teacher used DRA (Direct Reading Activity) in teaching reading. The teacher asked the students to read the whole text and answer the following questions based on the text. There was no particular technique used by the teacher so that the students were not able to involve actively in teaching learning process.
4. The students found it hard to deal with a long paragraph. It was difficult for them to understand the content of the text such as identifying the main idea, finding the reference, finding the inference, recognizing detailed information and discovering the meaning of vocabularies.
5. During the pandemic era, students were not the motivation for the learn

1.3 Limitation of Problems

This research was concerned with investigating the following issues:

1. Teacher's technique for reviewing English reading
2. Teacher's difficulty in attracting whole students to recall English reading

3. Teachers focus on students' errors in English reading generic narrative text structure.

1.4 Formulation of The Problem

Based on the background of the study, there are many problems above, the writer the following:

1. Is there any significant difference between the students' reading narrative text taught through modified TPS and those taught through original TPS on google classroom.
2. Which aspect of students' reading enhances the most after they have been taught through modified TPS and those taught through original TPS on google classroom.

1.5 Objectives of the Research

Based on the problem statements above, the objectives of the study are:

1. To Find out the significant difference between the students taught through modified TPS and those taught through original TPS can improve students reading narrative text on google classroom.
2. To find out which aspect of students' reading enhances the most after they have been taught through modified TPS and those taught through original TPS can improve students reading narrative text on google classroom.

1.6 Significances of the Research

The findings of this research are expected to be beneficial theoretically and practically

1. Theoretically, to give a contribution to EFL teachers, senior high school English teachers, and curriculum developers about the quality of modified Think Pair Share on google classroom to improve students' reading
2. Practically, to give information to senior high school English teachers that the media in this research is more effective in improving the students' achievement in reading

1.7 Definition of Terms

1. Think Pair Share

Think-Pair-Share is a strategy designed to provide students with "food for thought" on given topics enabling them to formulate individual ideas and share them with other students. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-PairShare encourages a high degree of pupil response and can help keep students on task.

2. Modified think pair share

Think Pair Share (TPS) learning model. To increase students' insight so that it is easy to solve problems, it is necessary to have a task that must be done, if students do not do it, they must accept the consequences that have been agreed upon. Thus, through modification of the Think Pair Share (TPS) learning model using google classroom to improve students' reading with narrative text lessons so that students become more disciplined and do not waste time doing assignments, can increase student motivation, improve quality learning, train students' understanding by giving assignments continuously, teaching discipline to students so that they can be responsible for the tasks given, and reducing the laziness that exists in students.

3. Google Classroom

Google Classroom is an application that creates classroom creation in cyberspace. In addition, Google Classroom can be a means of distributing tasks, sending assignments, assessing tasks collected (Herman in Hammi 2017: 26).

4. Narrative text

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

II. THEORETICAL FOUNDATION

This chapter discusses things related to the review of previous research and the review of related literature. This frame of theories is present in the following points:

Several researchers used Think-Pair-Share (TPS) technique to see whether it can improve students' skills or not. The first research Rosadi (2017) this research is aimed at improving the writing skills students with use Think Pair Share. The researcher worked collaboratively with English teacher. The results of this research show that the use of Think Pair Share technique was able to improve the students' writing skill.

Budiarte (2017) stated in the second study related to this research. Think-Pair-Share is a technique that combines both individual learning and also collaborative learning. Think Pair Share technique can make students more active and creative in class.

In line with previous studies related to this research, Nurina's (2019) This study aimed to determine whether there was a significant difference in writing achievements among the students taught through the Modified Think-Pair and whether there was a correlation between the students' writing attitudes and their writing achievements.

This research was conducted by Wijaya (2021). This study aimed to analyze the implementation of the TPS strategy on Google Classroom in reading. The results showed that the teachers created many forums on Google Classroom to provide the students with the opportunities to implement the TPS.

Jeanti conducted the previous research (2020). She said that The blended learning model utilizes internet technology that is e-learning combined with the face-to-face learning model. This study uses the Think Pair Share strategy as a face-to-face model and Google Classroom as e-learning.

The previous research concludes that TPS is very good for improving reading skills, especially when coupled with using google classroom; we can use and learn traditional and technology ways to combine learning models.

2.1 Review of Related Literature

Review of related literature is used by the researcher to support her in composing the research theoretically. It contained a definition of terms and theories which are related to the topic of the research.

2.1.1 Reading

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

Furthermore, reading is seen as a tool for gaining new knowledge and rethinking current knowledge (Perason, Roehler, Dole, & Duffy, 1990). Therefore, by reading actively, the readers bring their background knowledge, emotion, and experience to construct their idea in understanding the meaning of the text. While reading, the readers will try to construct the writer's idea, feelings and imagine the visual images during reading the text. Reading is more than letter recognition, but involves determining meaning and context (Mckee, 2012). Reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition. Comprehension is the process of constructing a supportable understanding of a text (Neufeld, 2005). Reading cannot be separated with comprehension. It refers to the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. In other words, when the readers read a text, they need to comprehend what the writer tells about and grasp the meaning from the writer's idea in a text. The understanding attained by critical reading of a text implies perceiving the relationship between text and context (Freire, 1983). In brief, reading is an interactive and critical thinking process between the

readers and the text. Reading skill is not a matter of reading only, but the reader should comprehend the text that they have read. While the readers are in the reading process, they are required to construct their idea in understanding the meaning of the text. Reading and comprehension are one activity to grasp the meaning of written materials with full understanding Furthermore, reading is seen as a tool for gaining new knowledge and rethinking current knowledge (Perason, Roehler, Dole, & Duffy, 1990). Therefore, by reading actively, the readers bring their background knowledge, emotion, and experience to construct their idea in understanding the meaning of the text. While reading, the readers will try to construct the writer's idea, feelings and imagine the visual images during reading the text. Reading is more than letter recognition, but involves determining meaning and context (Mckee, 2012). Reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition. Comprehension is the process of constructing a supportable understanding of a text (Neufeld, 2005). Reading cannot be separated with comprehension. It refers to the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. In other words, when the readers read a text, they need to comprehend what the writer tells about and grasp the meaning from the writer's idea in a text. The understanding attained by critical reading of a text implies perceiving the relationship between text and context (Freire, 1983). In brief, reading is an interactive and critical thinking process between the readers and the text. Reading skill is not a matter of reading only, but the reader should comprehend the text that they have read. While the readers are in the reading process, they are required to construct their idea in understanding the meaning of the text. Reading and comprehension are one activity to grasp the meaning of written materials with full understanding

2.1.2 Aspect of Reading

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

1. Main Idea

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

2. Specific Information

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

3. Reference

References are words or phrases which show the readers to find the meaning of the word that will be found elsewhere in the text. Reference is used to avoid unnecessary repetition of words or phrases. The reader can find the meaning of the unknown words or phrases by themselves. The unknown word might represent another word that is written in the sentence before that word. The example question of making reference as follows: "The word "her" (line 2 paragraph 3) refers to..."

4. Inference

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

5. Vocabulary

Vocabulary is the fundamental thing for those who want to produce something both spoken and written. In reading, the more vocabularies a person has, the easier it will be for her or him to grasp the meaning in a text. The example question of vocabulary

as follows: “...she would take the villagers’ belonging.” The underlined word has a contrary meaning to...”

2.1.3 Teaching Reading

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

Basically, students have the background knowledge that can influence their reading comprehension ability. However, they have limitations to exploit the background knowledge that they have. Therefore, the purpose of teaching reading is to help the students to increase their ability in reading comprehension and develop students' reading skill of English text efficiently and effectively. So, it is important for the teacher to provide the material which is appropriate for the students' interest and need. Therefore, to achieve the purpose of teaching reading, the teachers should find an appropriate technique to be used that can stimulate students to be actively involved in the learning process. From the explanation above, the researcher assumed that by applying an appropriate technique, students' interest and achievement in reading and reading comprehension would be increased. Modified Think Pair-Share (TPS) is one of the techniques that can be applied in vocational school level because it will provide effective, efficient, independent, and responsible process.

2.1.4 Narrative Text

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

text (Anderson & Anderson, 1997). The generic structures of a narrative text are drawn as follows:

1. Orientation

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

2. Complication

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

3. Sequence of events

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

4. Resolution

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

5. Coda

Coda is a closing remark to the story. Usually, coda consists of a moral lesson/moral value from the writer. According to the explanation above, it can be concluded that narrative text is a text that deals with a story which presents a set of experience which has a purpose to entertain or amuse the readers or listeners. A good narrative text has to complete the generic structure such as orientation, complication, and resolution.

2.1.5 Think Pair Share (TPS)

Think-Pair-Share (TPS) technique is designed to enable the students to formulate their ideas and share them with other students (Robertson, 2006). Think-Pair-Share (TPS) technique is designed to give students time to think about a given topic by allowing them

to formulate their ideas before sharing them with other students. The technique provides an opportunity for all the students to experience working individually and working in a group. Think-Pair-Share (TPS) technique encourages student participation in discussing and promotes forming and critiquing arguments both in small and large groups (Sampsel, 2013). According to Lyman (1981) in Fauziyati & Istianah (2013), the TPS technique involves three steps of cooperative structures, they are:

1. Thinking The first step of the TPS technique is thinking. The teacher gives the students time to think and answer the problematic question. This step permits the students to develop their answers.
2. Pairing The second step of the TPS technique is pairing. After the think time, the teacher asks the students to discuss what they will make; they are then asked to make their first draft of writing and then re-discuss it with their pair or partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing it with the whole class.
3. Sharing The last step of the TPS technique is sharing. The teacher asks the students (volunteers) to present the result of the discussion with their pair to the whole class.

While according to Kagan & Kagan (2009) TPS technique consists of some steps, such as;

1. Organizing students into pairs

TPS model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have a higher chance to know each other closely, and it will increase the respect of a student to others.

2. Posing the topic or a question

The next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, "Where did you spend your holiday? Have you ever gone to a beach? When did you go there? Did you enjoy your holiday? Or "Have you ever got a bad experience in your life? What was it? When did it

happen?" It makes the students think deeper and deeper, and they can give their opinions on many aspects.

a. Giving time to students to think.

The teachers should give the students several minutes to think of an answer to the question. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to share with classmates.

b. Asking students to discuss with their partners and share their thinking.

Each student will share their answer with their partner in pairs in this section. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed to a higher level by gathering one pair into another pair so that there will be some groups of four students. It means that there will be many ideas to be shared to find the best answer, and it helps the students to improve their critical thinking and analysis. However, this activity helps the students develop their knowledge, communicative skills, and confidence.

c. Calling on a few students to share their ideas with the rest of the class.

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answers, and others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

Based on the two previous theories, there is a slightly different step proposed by Kagan and Lyman. In Lyman's, Kagan & Kagan's first step is included as the second step, which is pairing. Lyman advised the original TPS by doing think as the first step. It means the teacher should give the question so that the students can develop critical thinking on their own. Then, they will be paired with their closest friends on the right or left. The last step will be sharing with the entire class.

While Kagan & Kagan (2009) has modified it and divided the pairing into two; organizing the pair randomly to avoid the gap between the higher level and lowers level students and pair them after the 'think' step. Then the teacher will give them time to think, and they should be paired with their randomized friend as the teacher told them in the first step.

Kagan also suggests joining two pairs in pairing so that they can develop the ideas more. The last step is the same as Lyman's, asking the students to share before the class. The think-Pair-Share (TPS) technique has contributed to improving students' writing performance in both junior high and senior high school. (Rosadi, 2016; Oktaviani, 2017; Yaqin 2018). Thus, based on the two theories, the researcher concluded that the TPS technique is a technique that encourages students' participation through three main stages of the learning process; thinking – pairing – and sharing. Furthermore, this technique can be applied to all grade levels and class sizes.

2.1.6 The Advantages of TPS

Advantages or benefit here for give the user in use this strategy. Also give score plus for this strategy with aim it is constantly use by every teacher that need help in teaching and learning process. Some benefits of using TPS strategy:

a. Student Benefits Without Think-Pair-Share, students are given time to think through their own answers to the questions before the questions are answered by other peers and the discussion moves on. Students also 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.

As a Cooperative Learning strategy, Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

b. Teacher Benefits Students spend more time on task and listen to each other more when engaged in Think-Pair-Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students' responses also improves. Based on the explanation above, it concluded from Bell that the benefits gained from TPS technique are:

1. It's quick since it doesn't take much preparation time.

2. The personal interaction motivates many students with little intrinsic interest in the subject taken.

3. Multiple kinds and levels of questions can be asked.

4. It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.

5. Teachers can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end.

6. Teachers can do think-pair-share activities once or several times during a given class period. Seeing the idea above, this kind of technique is suitable to be implemented in the teaching and learning process since it has many benefits either for both teachers and students.

2.1.7 Google Clasroom

Google Classroom is a tool that facilitates student and teacher collaboration, and also teachers can create and distribute assignments for students in an online classroom for free (Beal,2017). It makes teachers build a group to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagale (2017) said teachers could create active lessons which are students centred, collaborative, and unforgettable just through Google classroom because it provides easy-to-use learning features with students of all categories able to cooperate.

Google Classroom is helpful to all of the learner categories and includes adult learners. It also has some benefits such as being paperless, can be accessed anywhere and everywhere as long as there use internet connections and from any device, to communicate between teachers and students, to give feedback to students. Google Classroom makes it easier for teachers to handle students' work. It is beneficial for teachers and students because it is easy and simple. Google Classroom may still be unfamiliar to some people. Therefore, here is a guideline on using Google Classroom properly for a better understanding based on (Google, 2018); first, log in using classroom.google.com and log in using Google Apps

for Education account with the institution's e-mail address. To create the first class, click on the "+" button next to the e-mail address." Create Class" will appear, and then press it. After that, add a class name. Teachers can add the details about the class, such as descriptions and instruction for students, in the "about" tab also Google Drive folder for classroom material and can attach the outline course and lesson plan. Finally, the class is ready, and students can freely join if they have instruction Google accounts, and they should find a class code in the "stream" tab Lost of activities we can do with Google Classroom when the class is operated. First, one can create an announcement. Teachers can give announcements about the update of the class in this section. They can attach files and class materials as well.

Secondly, create assignments. This is the most important feature in Google Classroom. The teachers can upload assignments for students within due time to submit. The student can also download materials teachers have uploaded to finish their tasks. Third, create questions. In this section, students can create questions to be discussed with teachers or other students if allowed by teachers. Fourth, re-use the post. Teachers can use the important post in this section, such as announcements, assignments, and questions. Google Classroom has copious facilities which are beneficial for its users. A few of them are user-friendly, cost-free, cell phone friendly, and time-saving.

Using Google Classroom is easy. Based on Janezen (2004), “Google Classroom is designed purposefully simplified through an announcement, email, and push notifications.” Using Google Classroom does not need any cost. It is free for anyone. Although users have an institution Google Account, they can still use it for free. Anyone can use Google Classroom on any mobile device as long as there is an internet connection because it is designed to respond fast. Janezen (2014) also states that “mobile access to learning materials that are attractive and easy to interact with is critical in today’s web-connected learning environments.” By using Google Classroom, both teachers and students can save time. According to Iftakhar (2016), it integrates other Google apps, like, Docs, Drive, and Spreadsheets. Nevertheless, the process of administering assignments, grading, formative assessments, and feedback is simplified and streamlined. This is the most important feature in Google Classroom. The teachers can upload assignments for

students within due time to submit. The student can also download materials teachers have uploaded to finish their tasks. Third, create questions. In this section, students can create questions to be discussed with teachers or other students if allowed by teachers. Fourth, re-use the post. Teachers can use the important post in this section, such as announcements, assignments, and questions. Google Classroom has copious facilities which are beneficial for its users. A few of them are user-friendly, cost-free, cell phone friendly, and time-saving.

Why make a google classroom in this research

1. Google classrroom is a platfrom fo students activities
2. Because it is easier for students to use
3. Because this school is constrained by the lack of books, so whatever the source of learning the teacher gives assignments through google classroomm
4. If it is shared using whatsapp, students do not learn because it could be students replying to their friends' messages.
5. Does not require a large space on the handphone

2.1.8 Modified TPS

It has been explained in the two previous sub-chapters about Think-Pair-Share proposed by Lyman (1981) in Fauziyati & Istianah (2013) and Kagan & Kagan (2009). In this study, the researcher will conduct the modified TPS by adding 'outlining' after the 'thinking' process. An outline is a blueprint that shows the division and subdivision of your paper, the order of your ideas, and the relationship between the idea and supporting details.

A reading outline is used to get the main ideas of a text that is already written. It helps you understand the text's structure more critically because you will have to find its thesis statement and support. You will better understand how a writer connects and sequences the information in the reading. Supporting details in reading can help you understand a difficult reading. An informal outline is good for discovering the main idea and briefly sketching out the important points of the reading. According to Harmer (2001), written

text has several conventions which separate it from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, layout, and punctuation. It also helped us to write the paragraph quickly because the ideas had been arranged.

This is a reality in some classroom situations. A language teacher in this note should see to it that reading comprehension is reinforced as the teacher varies his instruction. One way to vary instruction is using outlining as a tool for a meaningful comprehension.

Outlining as a graphic organizer is a high-level skill that involves identifying relationships between concepts and arranging those concepts in an orderly manner . It presents a picture of the main and subsidiary ideas of any subject. Outlining strategies with reading comprehension are intended to include a variety of metacognitive strategies for explicitly representing text. aptly recognized outlining as a mapping tool. They expressed that it can be an important instrument for reading comprehension. Jose (2015) argued that there is strong evidence that using such a tool improves reading comprehension. Researchers also claim that outlines and graphic organizers are fundamental because they provide information and opportunities for understanding.

Muirhead (2006) also states that outlining promotes a deeper understanding of the material because it requires taking the time to create and arrange information into sentences that reflect distinct aspects of critical thinking. It can stimulate them to have logical thinking and an organizational structure of ideas. This is in line with the school curriculum, which emphasizes students' critical thinking.

So, the students will first be given questions to acquire their 'critical thinking. After that, the students will write down their thoughts using an outline to structure them. Read the entire text first. Skimming the text afterward Thus, they will feel easier to deliver it to their friends and construct the paragraph later on that Locates the main idea of the whole. Then, the students will have to pair with their closest position friends. Afterward, the students could join with another pair to form a group of four and share their thoughts to get more ideas. Because the class would be too big and time-consuming for all to share

what they have shared in pairs before the whole class, the teacher will ask some of them voluntarily to tell the class what they have got in the pairing session.

2.1.9 Procedures Learning Activities Original TPS and Modified TPS on Google Classroom

	Original		Modified		Explanation
	Teacher activities	**Student Activities**	**Teacher activities**	**Student Activities**	
Think	The teacher gives story readings related to narrative text based on the subject matter sent in google Classroom	Downloadstudy materials, study them, and answer direct teacher questions	The teacher gives story readings related to narrative text based on the subject matter sent in google Classroom	Downloadstudy materials, study them, and answer direct teacher questions	the students first will be given question to acquire their 'critical thinking
Outline			The teacher asks students to make an outline related to the story that has been given, this makes it easier for students to summarize the story that has been given	Students immediately do their assignments by making an outline on their work, this is to make it easier for the rest to more quickly understand the content of the story that has been given	After that, the students will write down their thoughts by using outline technique in order to make it structured. Thus, they will feel easier to deliver it to their friends and to construct the paragraph later on.
Pair	The teacher asks students to pair up discuss, solutions the problem and gives the students some question related of the narrative text assignment sent in google classroom.	Students pair up, discuss and complete the task about Narrative Text	The teacher asks students to pair up discuss, solutions the problem and gives the students some question related of the narrative text assignment sent in google classroom.	Students pair up, discuss and complete the task about Narrative Text	Then, the students will have to be in pair with their closest position friends. They will share what they have written earlier and give their opinion about their friends idea. Then the students could take a note of their friends' recommendation and opinion. Afterward the students could join with another pair to form a group of four and share their thoughts together to get more ideas
Share	Teacher asks for some partner to report results their discussion and upload the results of their work regarding the	Students present the results of their discussions and upload the task about Narrative text from	Teacher asks for some partner to report results their discussion and upload the results of their work regarding the Narrative text from the	Students present the results of their discussions and upload the task about Narrative text	The next step is the students get back to their seats and prepare to write some paragraphs to form a text. The students will

	Narrative text from the discussion to google classroom. Teacher asks for some partner to report results their discussion and upload the results of their work regarding the Narrative text from the discussion to google classroom.	the discussion to google classroom	discussion to google classroom. Teacher asks for some partner to report results their discussion and upload the results of their work regarding the Narrative text from the discussion to google classroom.	from the discussion to google classroom	use the outline they wrote earlier to have some guidelines of what they will write. They also can use the opinions shared with their friends to add various views that they cannot see

Table 2.1. Procedures Learning Activities Original TPS and Modified TPS on Google Classroom

Based on the "Think" process in this step the "main idea" aspect is increased. because here students are trained to think critically.

Meanwhile, in the "Outlining" stage, the improved aspect is the "main idea" because at this stage students are asked to conclude the story narrative text. Meanwhile, in the "Outlining" stage, the improved aspect is the "main idea" because at this stage students are asked to conclude the story narrative text.

In the "pair" stage, the aspect of students that increases is specific information because at this stage students understand the content of the text given.

At the "share" stage, the aspect that is most improved is "vocabulary" because students are asked to rewrite and discuss using their own language, so that students can improve their vocabulary.

2.1.10 Theoritical Assumption

The Use of Modified Think-Pair-Share (TPS) technique might be the solution to increase students' interest in reading. Moodified Think-Pair-Share (TPS) technique has four steps that the researcher assumed that the technique is effective in improving students' reading comprehension achievement. The previous researchers prove that Modified Think-Pair Share (TPS) technique successfully improved students' skills, not only in reading comprehension but also in another skill such as speaking. Modified Think-Pair-Share

(TPS) technique provides students time to think about a given topic by giving them an opportunity to formulate their individual ideas before they share them with other students.

The implication of Modified Think-Pair-Share (TPS) technique in this research was expected to develop students' achievement especially in reading. Since this technique focuses on how students' develop their reading ability and how the students maximize their thinking capability to construct a conceptual understanding of a text, the researcher deemed that it can give more benefits to the students in reading comprehension. By using this technique, the students will have a chance to share their idea, at least with one student. This activity will improve their sense of involvement in teaching and learning process.

Outlining can aid the students in the process of reading and it also can help the students to organize their own ideas. The students then could develop a paragraph from just one or two points stated in the outlines. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page. Outlining will help the writer put thoughts on paper and generate ideas to find the best ones by using this technique, the students will have a chance to share their idea, at least with one student. This activity will improve their sense of involvement in teaching and learning process.

2.1.11 Hypothesis

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

1. H_0: There is no a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

2. H_1: There is a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

The researcher also analyzed what aspect of reading skill that improves the most after being taught by using Modifid Think-Pair-Share (TPS) technique. The researcher used

One-Way ANOVA in SPSS 22.0 for windows to analyzed the data. This hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if sig <α. It means that the probability of error in the hypothesis is only about 5%. The hypothesis can be seen as follows:

1. H_0: There is no aspect of reading that a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

2. H_1: There is an aspect of reading that a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

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

III. RESEARCH METHODS

This chapter discuss, setting, research design, population, and sample, variables, data collecting technique, research procedure, instruments, level of difficulty, discrimination power, scoring system, data analysis, and hypothesis testing.

3.1. Setting

a. Time

The second semester of SMK Negeri 1 Braja Selebah's first-graders students take place in East Lampung. This research conducted the treatments three times, 2x45 minutes per meeting.

b. Place of the Study

The Place of the study at SMK Negeri 1 Braja Selebah which is located on East Lampung. Jln Raya Braja Kencana, Braja Selebah East Lampung.

3.2. Research Design

This research was quantitative. There were two classes used; the experimental group and the control group. The experimental group was given treatments using the modified Think-Pair-Share technique, and the control group was given the original Think-Pair-Share. The researcher used the Control Group Pre-test Post-test Design for the first research question. The research design is presented as follows:

G1: T1 X T2

G2: T1 O T2

Notes:

G1 : Experimental group

G2 : Control Group

T1 : Pretest

T2 : Posttest

X : treatments (modified Think-Pair-Share)

O : treatments (original Think-Pair-Share)

(Setiyadi, 2006)

The pre-test was conducted to measure the student's ability before the test. After giving the pre-test, the treatment was conducted three times, 2x45 minutes per meeting. To get the result of the treatment, the researcher also used a post-test on the students. It aims to determine whether or not the students improved their ability after using the treatment.

3.3. Population and Sample

The population of this research was the first grades students of SMKN 1 Braja Selebah. This research used two classes: X TKJ 1 as the control class and X TKJ 2 as the experiment class. Both classes were regular classes on the same level and consisted of 20 students. In determining the experimental group, the sample of this research was one class chosen purposive sampling. This study was conducted on the first grade of SMKN 1 Braja Selebah because the students were fully aware of their vocabulary and grammatical forms.

3.4. Research Instruments

This study finds out the students' reading achievement by giving several reading tests to the students. The reading tests were pre-test and post-test to see the significant difference in the students' reading. The pre-test was used to investigate the students' reading achievement before the treatment. Besides, the post-test aims to evaluate how far the students' vocabulary achievement is before the treatment. Furthermore, the other tests which are conducted during the treatments were the test based on the concept of reading tests such as multiple-choice questions.

3.4.1 Pre-test

This test was given to know the students' improvement after the implementation of the treatment. The test will use by the teacher the objective in the form of multiple choices. A pre-test was given before presenting the treatment to know how far the students' ability. The test will have multiple choices for a reading test. The test was given in the first meeting to know the students' reading before being given the treatment used to Modified Think Pair Share on Google Classroom.

3.4.2 Post-test

Post-test was given after the treatment. For reading, the students were given multiple-choice tests. They do the same activity in the pre-test. This test will determine the increase in students' reading and know the increase in students' reading achievement after conducting the treatment.

3.4.3. Research Procedures for Collecting Data

In collecting the data, the researcher conducted the following procedures:

1. Determining the research problems

   The problems of the research were significant difference between the students' taught through modified TPS and those taught through original TPS is able to improve students reading narrative text

   Preparing the instruments for collecting the data. The researcher prepared reading test, which consisted of a try-out test, pre-test, and post-test.

2. Determining the class for the sample

   The population of this research was all students of the first grade of SMKN 1 Braja Selebah in the second semester of 2021/2022 academic year.

3. Administering try-out test

   The try-out test was administered to choose which items should be presented in the pre-test and the post-test. The try-out test consisted of 60 multiple-choice items with five alternative answers (A, B, C, D, and E) for each, one was the right answer and the others were the distracters. The test was conducted in 90 minutes.

4. Administering the Pre-test

   The Pre- test was given to significant difference between the students' taught through modified TPS and those taught through original TPS is able to improve students reading narrative text. The test consisted of 50 multiple-choice items. It had five

alternative answers (A, B, C, D, and E); one was the right answer, and the others were the distracters. The test was conducted in 90 minutes.

5. Conducting the treatment

After giving the Pre-test to the students, the researcher conducted the treatment three times by using the Treatment was conducted in 40 minutes.

6. Administering the post-test

Post-test was conducted to given to significant difference between the students' taught through modified TPS and those taught through original TPS is able to improve students reading narrative text. This test was conducted from 50 multiple-choice items that are similar to items in the pre-test. It had five alternative answers (A, B, C, D and E); one of them was the right answer, and the other was the attention solver. However, item formation was distinguished from the Pre-test. The test was conducted in 90 minutes.

7. Analyzed the data

The data from the Pre-test and the Post-test were analyzed by using SPSS 22.0.

8. Reporting the result of data analysis.

After analyed the data, the result was reported in the script.

Table 3.1. Specification of the Try Out Test

No.	Skills of Reading	Items Numbers	Total	Percentage
1.	Main Idea	1, 10, 16, 21, 22, 30, 31, 36, 37, 46, 54, 55	12	20%
2.	Specific Information	2, 3, 12, 17, 18, 25, 28, 34, 39, 41, 56, 57	12	20%
3.	Inference	4, 7, 8, 11, 13, 23, 38, 45, 48, 49, 51, 59	12	20%
4.	Reference	5, 9, 14, 19, 20, 26, 32, 35, 42, 44, 50, 52	12	20%
5.	Vocabulary	6, 15, 24, 27, 29, 33, 40, 43, 47, 53, 58, 60	12	20%
Total			60	100%

3.5 Data Treatments

Validity and Reliability Testing

In this subchapter, the researcher would explain about the validity and reliability of this research.

3.5.1 Validity

Test is considered valid if the test measures the object to be measured and suitable with the criteria. It means that a test can be considered to be valid if the test can accurately measure the quality of a test. The test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample. The researcher used face, content and construct validity to measure whether the test had good validity. Criterion-related validity is concerned with measuring the success in the future, as in replacement test. Three types of validity that will use in this research are:

a. Face Validity

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

b. Content Validity

Content validity is the extent to which a test measured a representative sample of the subject matter content, the focus of content validity was adequacy of the sample and

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

C. Construct Validity

Construct validity measures whether the construction has already referred to the theories meaning that the test construction has already in line with the objective of the learning. Construct validity is used to measure certain aspects of reading which are supposed to measure. Construct validity can be measured by evaluating all item in the test. The researcher made five indicators of the test, they were determining the main idea, finding specific information, infrence, refrence and vocabulary. The test compared to the table of specification to know whether the test has a good reflection of what had been taught. If the items on the test have measured students' reading comprehension, this instrument has fulfilled construct validity.

The lecturer checked the test at Lampung University, and the results showed that the test was valid.

3.5.2 Reliability

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

The formula is: r_{xy}: $\frac{\sum xy}{\sqrt{(\sum x2)(\sum y2)}}$

Notes:

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

x: odd number

y: even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

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

(Hatch and Farhady, 1982)

$$r\ xy = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x2 - (\Sigma x)2\}\{n\Sigma y2 - (\Sigma y)2\}}}$$

$$r\ xy = \frac{32.8018 - (449)(554)}{\sqrt{\{32x6639 - (449)2\}\{32\times9884 - (954)2\}}}$$

$$r\ xy = \frac{256576 - 248746}{\sqrt{\{212448 - 201601\}\times\{314288- 306916\}}}$$

$$r\ xy = \frac{7830}{\sqrt{10847\times9372}}$$

$$r\ xy = \frac{7830}{\sqrt{101658084}}$$

$$r\ xy = \frac{7830}{10082,5634}$$

$$= 0,777$$

Based on the criteria of reliability, the try-out of vocabulary test had high reliability.

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

$$Rn = \frac{2rxy}{1+rxy}$$

Notes :
Rn = reliability all items
Rxy = coeficient of reliability between odd and even number
The criteria of coefficient correlations are :

0.00-0.19 = Very low
0.20-0.39 = Low
0.40-0.59 = Average
0.60-0.79 = High
0.80-1.00 = Very high

(Hatch and Farhady,1982)

Reliability of the whole items of reading test.

$$rk = \frac{2*rxy}{1+rxy}$$
$$rk = \frac{2*0,777}{1+0,777}$$
$$rk = \frac{1,554}{1,777}$$
$$rk = 0,874$$

Based on the criteria of reliability, the try-out of reading test had high reliability

3.6 Level of Difficulty

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should not be easy for the students to see the difficulty of the test items; this research used this following formula:

$$LD = \frac{U+L}{N}$$

In practice, the formula can be expanded as follows:

LD : Level of difficulty
U : Total of the correct answer of the higher group
L : The total of the correct answer of the lower group
N : That is the total number of the students following the test

Classification:

a. An item with LD 0.00-0.30 = difficult
b. An item with LD 0.31-0.70= Average (good item)
c. An item with LD 0.71-1.00= Easy

(Shohamy,1985)

Table 3.2. Difficulty Level of Test Items

Number of Item	Computation	Criteria	Decision
1-20	0.30-0.70	Average	Administered
21-21	<0.30	Difficult	Dropped
22-50	>0.70	Easy	Dropped

3.7 Discrimination Power

Discrimination power refers to the extent to which the items can differentiate between high and low-level students on that test. Besides the difficulty level, to determine whether 150 items are of good quality. There should be a discrimination power. Discrimination power is used to differentiate between students with high ability and those with low ability. The following formula calculates the discrimination power:

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

Notes:
DP : Discrimination Power
U : The total of correct answer of the higher group
L : The total of correct answer of the lower group
N : Total number of students
The criteria are :

1. DP= 0.00-0.20 = Poor items
2. DP = 0.21-0.40 = Satisfactory items
3. DP=0.41-0.70 = Good items
4. DP=0.71-1.00 = Excellent items
5. DP=-(Negative) = bad items (should be omitted)

(Shohamy,1985)

Table 3.3. Discrimination Power of Test Items

Number of Item	Computation	Criteria	Decision
1-29	<0.20	Poor	Dropped
30-50	>0.20	Good	Administered

3.8 Scoring System

In this research, Tayler-powell's formula was used to score the students' test result. The formula is as follows:

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

Where:

S = score of the test

R = right answer

N = total of the items

(Arikunto, 1993)

3.9 Data Analysis

In order to know the improvement of students' reading comprehension of narrative the use of modified TPS The researcher computed the students' scores by doing activities. In

order to get the results of this research, the researcher analyzes the data using some steps as follows:

1. Scoring the pretest and posttest.
2. Tabulating the result of the test and calculating the mean of pretest and posttest.
3. Drawing a conclusion from the tabulated results of the test given, by statistically analyzing the data using statistical computerization i.e., paired Independent Group T-Test of Statistical Package for Social Science (SPSS).

3.10 Hypotesting testing

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

H_0: There is no aspect of reading that a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

H_1: There is a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

The criteria for accepting the hypothesis are as follows:

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

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

The researcher also analyzed what aspect of reading skill that improves the most after being taught by using Think-Pair-Share (TPS) technique. The researcher used One-Way

ANOVA in SPSS 22.0 for windows to calculate the result. This hypothesis was analyzed at significance level of 0.05 in which the hypothesis is approved if sig <α. It means that the probability of error in the hypothesis is only about 5%. The hypothesis can be seen as follows:

H_0: There is no aspect of reading that a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

H_1: There is a significant difference between the students' reading taught through modified Think Pair Share on google Classroom and those taught through original Think Pair Share on google Classroom.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions for the English teachers who want to try to implement modified TPS and those taught through original TPS is able to improve students' reading narrative text on google classroom and other researchers who want to conduct similar research.

5.1. Conclusions

Based on the results of data analysis and discussions, the researcher draws conclusions that there is an students modified TPS and those taught through original TPS is able to improve students' reading narrative text on google classroom.

It can be seen from pre-test and post-test result which shows that the students' score in post-test is higher than students' score in pre-test.

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

5.2. Suggestions

Referring to the conclusion above, some suggestions could be listed for the teachers, and further researchers:

5.2.1 For the Teachers

It is suggested to apply the modified Think-Pair-Share (TPS) to enhance the students' reading test. By adding outline in the steps of TPS, the teachers could help their students to organize the ideas and the conclusion about the reading test. First, for the teacher, it is suggested to apply.

Think-Pair-Share (TPS) technique as a variation of technique since the researcher found that the technique could be used to improve students' reading achievement. The teachers should have good preparation and time allocation, because the materials have to be explained to the students clearly. It is important to pay attention to the teaching material

which is going to be used. It is important to use the text which is complex but not too long so it is easy for the students to understand the text. The teachers also have to make a clear regulation in order to control the class, to make sure that the students can follow the instruction and focus to the material. First, for the teacher, it is suggested to apply Think-Pair-Share (TPS) technique as a variation of technique since the researcher found out that the technique could be used to improve students' reading achievement.

The next step is use modified the Think-Pair-Share (TPS) technique as a variation of the technique because the researcher found that the technique can be used to improve students' reading skills. While the modified TPS can be used when the teacher will focus on the content of the story and make important points in the reading in the achievement of students' reading. Teachers must have good preparation and time allocation, because the material must be explained to students clearly. It is important to pay attention to the teaching materials that will be used. It is important to use complex text but not too long so that it is easy for students to understand. Teachers should also make clear rules to control the class, to ensure that students can follow instructions and focus on the material.

5.2.2 Suggestions for Further Researcher

1. The other researcher can make two data collecting technique. Because of this research, the researcher only used one data collecting technique by giving pre-test and post-test to the students.
2. The other researcher provided access to the internet at school.
3. The other researcher can use the sample of this study as many as 100 participants or more, while in this study only used 20 participants as class control and 20 participantsas class ekperimental as the sample.
4. The other researcher can be accompanied by an English teacher since in this research, the researcher handled the class by herself.

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