

ABSTRACT

INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH THINK PAIR SHARE TECHNIQUE IN PROCEDURE TEXT AT THE FIRST GRADE OF SMA N 1 BANDAR SRIBHAWONO

By

MIFTACHUR ROHIBAH

This research was conducted in SMA N 1 Bandar Sribhawono, East Lampung that the students still got low scores in reading comprehension test. This quantitative research was intended to find out whether there is a significant difference between the score of students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text, to know the most increase of five reading comprehension aspects, and to know the students' reactions toward the teaching technique.

The sample of this research was chosen randomly. Class X6 was chosen as the tryout class and class X1 was chosen as the experimental class. The data was collected through tryout, pre-test, treatments and post-test. This research used one group pre-test and post-test test design. The treatment was conducted three times. The data was analyzing by comparing the mean score of pre-test and post-test using Repeated Measure T-test.

Based on the calculation of the t-test, the result showed that the mean score of students' pre-test was 68.27, the mean score of students' post-test was 81.33 and the gain was 13.06. The significant (2-tailed) value was ($p=0.000$, $p<0.05$) and t ratio $> t$ table ($13.315 > 2.045$). It showed that the alternative hypothesis was accepted, since there is a significant difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text. The vocabulary was analysed as the most increase of five reading comprehension aspects, and the students had positive reactions toward the teaching technique. Therefore it can be concluded that Think Pair Share technique can be applied and recommended as a reference to teach English in reading class.