

## ABSTRACT

### **MODIFIED THINK PAIR SHARE TECHNIQUE BASED ON METACOGNITIVE READING STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION AT STATE SENIOR HIGH SCHOOL 12 BANDAR LAMPUNG**

By

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A more effective teaching approach often emerges when the limitations of one technique are addressed by integrating another. The Think Pair Share technique, while valuable, has its limitations, which can be effectively mitigated by incorporating the Metacognitive Reading Strategy. This research aims (1) to determine the significant difference in reading comprehension achievement between students taught by the modified Think Pair Share technique based on Metacognitive Reading Strategy, and those taught by the original Think Pair Share technique; (2) to identify which aspect of reading is most influenced by the modified Think Pair Share technique; and (3) to assess students' appraisals toward the implementation of the modified Think Pair Share technique. The study involved 30 students in the experimental group and 30 students in the control group, utilizing a quasi-experimental design with a quantitative approach. The students in the experimental group were taught by using the modified Think Pair Share technique based on Metacognitive Reading Strategy, while those in the control group were taught by using the original Think Pair Share technique. Following the treatments, students completed questionnaires to evaluate their attitudes toward the modified technique. Data were analyzed using an independent samples t-test with SPSS version 22 and manually with Microsoft Excel 2010.

The results indicate (1) a significant different in reading test scores for the experimental group compared to the control group, with a t-value of 4.625 at a significance level of 0.000, which is below 0.05. The mean scores in the pre-test and post-test in the control class respectively are 45.20 and 55.53. While in the experimental class, the pre-test and the post-test scores are 45.00 and 62.93. The increase in the experimental class (17.93) is more significant than in the control class (10.33); (2) the aspect of reading most affected is 'locating reference,' which receives the highest improvement score and the mean score is significantly improved; and (3) students in the experimental group expressed positive appraisal towards the modified technique, with the mean score of 6.04 categorized as positive. Thus, it is recommended that teachers adopt this new technique to enhance students' reading comprehension. Students are encouraged to use this technique for more active participation in reading. Future research should explore additional aspects of students' learning processes, such as motivation, beyond their appraisals.

**Keywords:** *Think Pair Share technique, Metacognitive Reading Strategy, Reading Comprehension, Analytical Exposition, Appraisal*