

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

(A Thesis)

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ABSTRACT

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

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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*

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Thesis

**Submitted n a Partial Fulfillment of
The Requirements for S-2 Degree**

In

**Language and Arts Education Department
of Teacher Training and Education Faculty**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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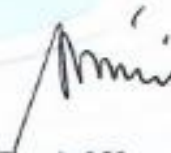
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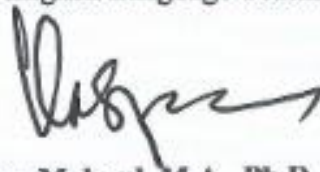
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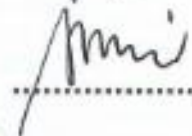
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

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The author began her teaching career in various English courses and schools for two years. Since 2017, she has been working as an Educational Staff at the Faculty of Economics and Business, University of Lampung.

DEDICATION

By offering my praise and gratitude to Allah SWT for His blessing given to my life, this piece of work is sincerely dedicated to:

1. My beloved parents, the late Papah Sumardi and the late Papah Martin who prayed and supported me back then, Mamah Marida and Mamah Septina, who always pray, support, and help me in any kind.
2. My beloved husband, Tri Agusaputra, who always loves, believes and supports me.
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8. My great almamater, University of Lampung.

MOTTO

“And be patient, for indeed, the promise of Allah is the truth.”

(Qs. Ar-Rum: 60)

“Be assured that something awaits you after all the patience you have endured,
something that will amaze you and make you forget the pain you felt.”

(Ali bin Abi Thalib)

“After such an epic tale, we deserve a better ending”

(K.Tolnoe)

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truly undoubted that their love, care, spirit, motivation, patience, and prayer are involved in her study and life.

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The author realizes that this thesis still has some weaknesses. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this thesis can benefit readers and those who want to carry out further research.

Bandar Lampung, August 2024
The author,

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I. INTRODUCTION

This chapter is concerned with the background of the problem, research questions, objectives, uses, scope, and definitions of terms.

1.1 Background of the Problem

According to Nunan in Ridianto (2021), reading is a fluent process where readers combine information from a text with their background knowledge to build meaning. This perspective aligns with the idea that reading is not merely a passive act of decoding words but an interactive and dynamic process. Skilled readers draw upon their prior knowledge and experiences to make connections and interpretations while engaging with the text. By combining information from the written material with what they already know, readers can better comprehend the text and derive a deeper understanding from it.

Seventilofa (2022) defines reading as an interactive process in which readers construct a meaningful image of a text using effective reading strategies. These strategies are significant skills that enhance students' reading comprehension. Reading is interactive as the reader uses both linguistic and background knowledge to build their interpretation of the text. In an educational context, this understanding can guide educators to encourage students to relate new information to their existing knowledge, fostering better comprehension and critical thinking skills. This perspective aligns with modern reading comprehension theories, emphasizing the role of background knowledge and schema in the reading process.

Reading is one of the four essential language skills that students must master at all levels. It is crucial for gaining information and knowledge from written forms. By reading, students not only read quickly but also deeply understand and retain the meaning of what they read. Reading plays a prominent role in most English textbooks, serving as the primary means of learning English. Consequently, the process of teaching and learning English must incorporate reading to effectively communicate, exchange ideas, and grasp crucial information from English lessons.

Moreover, Banditvilai (2020) states that readers need to use reading strategies to understand the text's meaning. These strategies are key elements in developing students' reading comprehension. Several research studies have shown a positive relationship between learners' reading strategies and their comprehension skills. Teaching reading comprehension involves not only students' abilities but also the strategies or techniques teachers use in the classroom.

However, Suryanto (2017) states that at present Indonesians still face problems in English reading comprehension skills. The literacy level of Indonesian people unfortunately is listed among the worst in the world in the level of 60 of 61 countries (Gunawan in Suryanto, 2017). In the classroom, students are usually passive during the teaching and learning process. Passive learners depend on the teacher's help and assistance. Furthermore, less satisfactory learning results are influenced by factors such as students' motivation, learning models, methods, and techniques that can motivate students to be more confident and active in the learning process, impacting their learning outcomes.

Passive learners heavily rely on their teachers for support and guidance, requiring additional encouragement and ongoing instruction. These learners also lack effective study habits and do not allocate sufficient time for reading to enhance their understanding of the subject matter. These challenges necessitate teachers finding effective ways to ensure success in teaching and learning. Consequently, unsatisfactory learning outcomes are influenced by several factors, including the methods, techniques, and strategies employed by the teacher.

Considering the information above, the learning model plays a significant role as a procedure or pattern guiding teachers in organizing the learning experience to achieve educational objectives. Employing active learning models and techniques can effectively motivate students to become more confident and engaged in the learning process, positively impacting their learning outcomes. Using appropriate techniques is essential to maintain students' interest in reading the entire text and enhance their reading comprehension. One such model is the Think Pair Share (TPS) technique, a cooperative discussion method developed by Lyman in 1981. TPS technique promotes collaborative work among students, optimizes their participation in learning, and provides an opportunity for all students to demonstrate their engagement. This technique fosters a high level of student response and helps keep students focused and attentive during the learning process.

Crass in Liunokas (2019) describes the TPS Technique as a cooperative learning approach consisting of three phases: individual thinking time, pairing to share thoughts, and sharing with other pairs while listening to their explanations. When given a task by the teacher, students first think independently, then discuss and share their thoughts with their partners. Subsequently, they share their ideas with

other pairs while attentively listening to their peers' explanations. This process ensures that every student comprehends the text, as they are responsible for explaining it to others. Thus, it becomes crucial for students to construct their ideas during discussions to assess their existing knowledge and identify areas for improvement. The TPS technique facilitates the active expression of ideas in the classroom, encouraging students to participate actively in their learning process. In line with this, Ariski et al. (2021) find that the TPS technique is effective in teaching reading comprehension.

However, students encounter three primary challenges while implementing the TPS technique. Palupi in Kurniasih, et al. (2017) states that there are three main problems that faced by the students during the implementation of Think-Pair-Share technique, those are: finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in pairing process, and focusing in the lesson by being cooperative in every step of this technique. Additionally, Bastian, et al. (2023) in their journal states that TPS has a few limitations that hinder reading comprehension. Some pupils don't pay attention since they know they can talk about anything else with their companion other than the assigned material. Then, pupils who aren't well-versed in the material (the questions) are more inclined to cheat for their partners.

It means that in TPS technique, students lack a clear understanding of why and how they should think to comprehend the text effectively. In the application of TPS technique, students are only required to read and discuss the text without prior guidelines before addressing questions related to the entire text. This situation leaves students feeling confused and less interested in the text, often resulting in them spending time discussing unrelated topics with their partners.

To address these problems, the researcher is interested in modifying the Think Pair Share (TPS) technique and combining its steps with the Metacognitive Reading Strategy (MRS). According to William and Atkins in Schofield (2012), metacognition is very important for reading comprehension. The purpose of metacognitive instruction is to help readers become more aware of their thinking during the reading process. To become better readers, students need to be aware of how they are reading and what they can do to improve comprehension. They need to develop their level of metacognitive awareness.

Additionally, numerous studies have indicated a positive correlation between students' awareness of metacognitive reading processes and their reading proficiency. Instructional methods that encourage active student participation and require substantial cognitive and metacognitive engagement during reading have been shown to enhance reading comprehension. For instance, Bernardo & Estacio (2023) discovered variations in the student's awareness of which strategies aid in their reading comprehension and point to the need to better understand how effective reading strategy instruction is taught to and engaged by Filipino students in their reading classes. This outcome might be attributed to the participants' linguistic background, as linguistics students typically possess a heightened awareness of language features, language learning, and language usage.

According to English language experts, various teaching strategies can be employed to enhance students' reading comprehension, and one of these strategies is the Metacognitive Reading Strategy (MRS). A previous study conducted by Misa (2014) provides evidence that utilizing the MRS effectively enhances students' reading comprehension skills, specifically in the context of reading analytical expository texts. This suggests that employing the MRS can lead to

improved reading comprehension among second-semester students in the English Department at the University of Timor. Furthermore, it fosters students' motivation for reading and boosts their self-confidence in the learning process.

Lian and Seepho (2012) conducted a study investigating the impact of the metacognitive strategy training on reading comprehension. The research focused on Chinese University EFL (English as a Foreign Language) students and examined how metacognitive strategies influenced their academic reading comprehension. The findings of the study demonstrate that metacognitive strategy training (MST) effectively improves students' academic reading comprehension, and the students generally respond positively to this approach. To implement MST successfully, it is crucial to provide explicit instruction and encourage self-reflection, as this helps students to be aware of their strengths and weaknesses.

The researcher believes that integrating the metacognitive reading strategies into the TPS technique encourages students to think more critically about their reading process. They become aware of their understanding, monitor comprehension, and actively employ strategies to improve comprehension, leading to enhanced reading comprehension skills. Subsequently, there are discussions about when and how a reader should implement these strategies while reading. Finally, the researcher gradually guided the students in practicing these strategies during reading and provided the necessary support. Throughout this instructional cycle, responsibility shifts gradually from the teacher to the students. With time and practice, students gained the ability to independently initiate and effectively apply the specific strategy in their reading endeavors.

In conclusion, the implementation of the modified Think Pair Share technique based on Metacognitive Reading Strategies offers significant advantages for enhancing students' reading comprehension. This approach fosters active student engagement by encouraging them to participate actively in discussions with their peers. Through the use of MRS, students gain a deeper understanding of their reading process, leading to more effective reading comprehension. Additionally, the technique promotes critical thinking as students analyze and evaluate the text during discussions, allowing them to extract deeper meanings from the material. By integrating the MRS through the TPS technique, students are more likely to retain this skill and apply it in various reading contexts, ensuring the benefits of improved reading comprehension extend inside and outside the classroom.

1.2 Research Questions

Based on the background discussed, the researcher has formulated the following research questions:

1. Is there any significant difference in the achievement of students' reading comprehension between those taught using the modified Think Pair Share technique based on the Metacognitive Reading Strategy and those taught using the original Think Pair Share technique?
2. Which aspect of students' reading comprehension is most affected after being taught through the modified Think Pair Share technique based on the Metacognitive Reading Strategy?
3. What is the students' appraisal of the implementation of the modified Think Pair Share technique based on the Metacognitive Reading Strategy?

1.3 Objectives of the Research

The objectives of the study are as follows:

1. To determine if there is a significant difference in the achievement of students' reading comprehension between those taught using the modified Think Pair Share technique based on the Metacognitive Reading Strategy and those taught using the original Think Pair Share technique.
2. To identify which aspect of students' reading comprehension is most affected after being taught through the modified Think Pair Share technique based on the Metacognitive Reading Strategy.
3. To assess students' appraisal of the implementation of the modified Think Pair Share technique based on the Metacognitive Reading Strategy.

1.4 The Uses of the Research

The findings of this research may be useful for both theoretical and practical applications:

1. Theoretically, the findings might be valuable for future researchers focusing on modifying the Think Pair Share technique based on the Metacognitive Reading Strategy to optimize students' reading comprehension in learning a foreign language.
2. Practically, the results of this research are expected to provide teachers with new insights that can serve as guidelines for teaching reading using the modified technique. This will help students comprehend English texts more effectively and optimize their reading comprehension skills.

1.5 Scope

This research was conducted at State Senior High School 12 Bandar Lampung. The subjects of the research consisted of 30 tenth-grade students from two classes, selected purposively. The study focused on using the modified Think Pair Share

technique based on metacognitive reading strategy to enhance students' reading comprehension.

The data on reading comprehension achievement were collected through reading comprehension tests. There were two tests administered: a pre-test and a post-test. Both tests were objective, multiple-choice tests with five options for each question (a, b, c, d, and e). These tests were given before and after the treatments for both the control and experimental classes.

After the tests, the researcher scored the tests to know whether the modified think pair share technique based on metacognitive reading strategy could increase the students' reading comprehension or not. Also, she found out which aspect of reading that was affected the most. Additionally, a questionnaire was given to the students in the experimental class after the post-test to gather their appraisals of the implementation of the modified TPS technique based on the MRS. This was done to understand their appraisals and feedback on the new technique.

1.6 Definitions of Terms

The definitions of key terms are important for recognizing the key points of the study, ensuring the writer and readers share the same understanding. This facilitates easier comprehension and tracing of the thesis content. In this study, the following terms are defined as:

1. Think Pair Share technique: A technique designed to enable students to formulate their ideas and share them with other students.
2. Metacognitive Reading Strategy: A strategy that helps students regulate or monitor cognitive processes, including planning, monitoring, and evaluating.

3. Reading: A fluent process where readers combine information from a text with their background knowledge to build meaning.
4. Achievement: The result of a set of activities that describes how well people have performed these activities, usually manifested with a score.
5. Appraisal: The act of evaluating or assessing something or someone, involving judging the value, quality, or performance based on certain criteria.

In summary, this study has a strong foundational background. However, further theoretical review regarding the research topic and the conceptual framework underlying the research will be presented in the next chapter.

II. LITERATURE REVIEW

This chapter discusses the theories which are used in this research. Those theories are Theory of Reading, Reading Comprehension, Teaching Reading, Think Pair Share technique, Metacognitive Reading Strategy, Modifying Think Pair Share technique based on Metacognitive Reading Strategy, Analytical Exposition Text, Students' Appraisal, Relevant Research Studies, Theoretical Assumption, and Hypotheses.

2.1 Theory of Reading

Cited in Sutarsyah (2015), reading is usually defined as an activity that involves metacognition activities. Reading as the process of thinking and acquiring knowledge involves automatic unconscious acquisition, followed by gradual increase in active conscious control over that knowledge (Vygotsky, 1989). These two phases, according to Brown (1980) are essentially the separation between cognitive and metacognitive aspects of performance. She asserts that metacognition refers to the deliberate conscious control of one's own cognitive actions. It is also defined as the ability to monitor or judge the quality of one's own thinking. This metacognitive process includes self-knowledge, task knowledge, and self-monitoring McNeil (1984).

2.2 Reading Comprehension

According to Snow in Smith (2021), the ultimate purpose of reading is to extract and construct meaning from all kinds of texts. Reading comprehension is central to academic progress as it underpins content-area learning in all subjects. Perfetti

and Adolf (2012) expand on this by stating that reading comprehension involves various cognitive processes acting on different types of knowledge to accomplish diverse reading tasks. A crucial insight is that comprehension occurs as the reader constructs one or more mental representations of the message of a text.

There are five aspects of reading comprehension based on Pearson (2004) in which students can understand a text well:

1. Main Idea

The main idea is a statement that tells the author's point about the subject. Finding the main idea is key to understanding a paragraph or a short collection of paragraphs. Typically, it is located in the first sentence but may also be found in the middle or the last sentence (Longan in Tirtayasa, 2021). Students often struggle to identify the main idea and its location within a passage. An example question about the main idea could be: "What is the main idea of the text?"

2. Reference

References are the antecedents of pronouns—words or phrases to which pronouns refer (Sharpe in Nety, 2023). Students need to identify the context of pronouns within sentences, understanding what or whom they represent. An example question could be: "...and it has..." (paragraph 3). The bold word refers to...

3. Vocabulary

Reading passages help students extend their vocabulary by discovering new words' meanings through context or dictionaries. Context helps students make general significance judgments (Sharpe in Nety, 2023), allowing them to understand the meaning of a passage without looking up every new word in a

dictionary. An example question could be: "She is tall." (paragraph 2). The bold word is a synonym for...

4. Inference

Students must draw inferences by considering the text and integrating hints with their contextual knowledge (Kopitski in Nety, 2023). This helps them create hypotheses and draw conclusions to answer questions. An example question for making an inference could be: "What is the first paragraph talking about?"

5. Specific Information

Questions about specific information test students' ability to understand content explicitly mentioned in the text. An example question could be: "What are the characteristics of the cat?"

These aspects of reading comprehension are essential for students to master to enhance their overall reading skills and academic success.

2.3 Teaching Reading

Amidon in Rajagopalan (2019) defines teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities." This process involves guiding students to actively participate in learning activities to acquire knowledge. Teachers facilitate independent learning by assigning tasks and encouraging group learning to promote effective collaboration. Creating a conducive learning environment is crucial for the smooth teaching and learning process.

In creating a positive environment, teachers must carefully select teaching methods or techniques, as these significantly impact class management. Conceptually, teaching reading comprehension involves guiding students to understand specific reading materials through particular techniques. Teachers are responsible for helping students learn or acquire a second language, such as English, engagingly and effectively.

2.4 Think Pair Share Technique

Think Pair Share (TPS) technique was first proposed by Lyman in 1981, and developed by many scientists in recent years. This technique is to make the students more active in the teaching-learning process by discussing with their classmates. In TPS technique there are many ways to think, to pair up, and to share with the class. Students think to themselves about a topic provided. The students are on their own to reach a consensus and share with other peers and then the entire class. In addition, Sharma (2018) states that TPS technique is one strategy which allows students to interact; process information; develop communication skills; refine their thinking and also help them to participate effectively in the classroom teaching-learning process through discussion. It promotes classroom participation by encouraging a higher degree of pupil responses, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

Cited in Aprianti & Ayu (2020), Kagan describes the stages of the Think Pair Share technique involving a three-step cooperative structure. During the first step, individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, share the

responses with other pairs, other teams, or the entire group. The main goal of the TPS technique is to activate the student's participation, encourage critical thinking, and build deeper understanding through collaboration and discussion. This technique also helps the students to be more confident in expressing their opinions and broaden their views through other students' perspectives.

2.5 Metacognitive Reading Strategy

Metacognitive Reading Strategy (MRS) is an approach or reading strategy that involves awareness and self-planning, self-monitoring, and self-evaluation of the reading process. In this strategy, readers focus not only on understanding the text, but also on understanding how they read, what they know, what they need to know, and how they can improve their understanding.

Cited in Sutarsyah (2015), Flavell (1976) specifically defined metacognitive in the following way: Metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them e.g., learning to relevant properties of information or data. Furthermore, metacognition includes four aspects. (a) Knowing when you know (and when you don't know) (b) knowing what it is that you know in order to comprehend, (c) knowing what it is that you need to know in order to comprehend (d) knowing the usefulness of intervention strategies when you know you don't understand (Fitzgerald in Sutarsyah, 2015).

Duffy in William and Atkins (2009:27) points out, in reading instruction, metacognition is associated with reading strategies. Mokhtari and Reichard (2022) refer to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control

mechanism”. Paris and Winograd (1990: 8) describe metacognitive knowledge in terms of declarative, procedural, and conditional knowledge because self-appraisal answers questions about what you know, how you think, and when and why to apply knowledge or strategies.

Fogarty (1994) considers three main reasons to teach through metacognitive strategies:

1. To develop students’ deeper understanding of the text. Good readers know how to use cognitive and metacognitive strategies together to develop a deeper understanding of a book’s theme or topic. They learn or “construct knowledge” (using cognitive strategies) through a variety of methods, and then recognize (using metacognitive strategies) when they lack understanding and consequently choose the right tools to correct the problem.
2. To take students’ thinking to a higher level. For many students, explaining their thought processes is a daunting task. They may think, “How do I explain what I think? I don’t know what to say. My teacher usually helps me out.” These students need opportunities to take their thinking to a higher level and express themselves clearly. Small-group activities, especially those with a teacher’s guidance, provide them with the right opportunities.
3. To steer students into adulthood. Once the metacognitive strategy is grasped, students transfer and use these skills from their school life to their lives and continue to apply them as they mature.

Readers who use the MRS actively engage in self-monitoring and self-regulation while reading. They develop an awareness of the most effective reading strategies and techniques for them and consciously apply these strategies throughout the

reading process. Here are some of the key elements in the MRS towards the awareness of students' purposes of reading.

- Readers who use this strategy have a clear understanding of their purpose for reading. They ask themselves, "What am I trying to accomplish by reading this?" and use this goal as a guide in the reading process.
- Comprehension monitoring: Metacognitive readers continuously monitor their comprehension while reading. They ask themselves, "Do I understand what I read?" and if not, they identify areas that need further attention.
- Self-understanding as a reader: This strategy involves reflection on the reader's knowledge, experience, and reading skills. They are aware of their strengths and weaknesses as readers, as well as the most effective strategies for them. Strategy setting: MRS involves using and adapting reading strategies according to the text being read. Metacognitive readers recognize various reading techniques, such as skimming, scanning, perusing, and choosing the strategies that best suit their context and goals.
- Use of problem-solving techniques: When readers have difficulty in understanding a text, they use metacognition to identify and apply problem-solving techniques. They may loop back to difficult passages, relate information to prior knowledge, create mental pictures, or ask questions to increase their understanding. Through the MRS, readers develop a deeper awareness of their reading process. They learn to become more effective, flexible, and independent readers by constantly supervising and self-regulating while reading.

Metacognitive strategies are classified into planning or prereading strategies, monitoring or while-reading strategies, and evaluating or postreading strategies (O'Malley & Chamot, 1990). By employing these strategies, readers can increase

their understanding, overcome obstacles, be more competent, and become critical readers.

2.6 Modifying the Think Pair Share technique Based on the Metacognitive Reading Strategy

In this research, the researcher modified the Think Pair Share technique based on the metacognitive reading strategy to create clear steps for students in order to make the learning process effectively. Modifying the TPS technique to incorporate MRS is a powerful way to enhance students' reading comprehension and metacognitive awareness. Metacognitive strategies involve thinking about one's thinking and understanding the cognitive processes involved in reading. There are several stages of combining the modification of the technique, namely planning-think, monitoring-pair, and evaluating-share.

Table 2.1 Original Think Pair Share technique and Modified Think Pair Share technique based on the Metacognitive Reading Strategy

Think Pair Share technique	Think Pair Share technique based on Metacognitive Reading Strategy
a. Think: After the topic or question is given, students are asked to think about their answer or opinion individually. They are given time to ponder questions, process information, and gather their ideas.	a. Firstly, planning (mrs) and thinking (TPS). The teacher needs to prepare and select the text. The teacher chooses a text that aligns with the student's reading level and learning objectives. Before the activity, the teacher introduces the metacognitive reading strategies to the students to focus on, such as predicting, questioning, clarifying, summarizing, and making connections. Then the students have to preview the text. This could involve identifying specific information, understanding a concept, or connecting the text to students' prior knowledge. The teacher also encourages them to skim headings, subheadings, and any visual elements like images, graphs, or

	charts and asks them to make predictions about what the text might be about based on their preview.
b. Pair: After individually thinking, students are paired with one or two classmates. In their pairs, students share their ideas, listen to each other, and discuss their answers to a given question or topic. This process allows students to gain new perspectives, argue, or complement their understanding.	b. Secondly, monitoring (mrs) and pairing (TPS). In this stage, the teacher pairs up the students and assigns them to two roles: Reader and Observer. The Reader reads a designated section of the text while the Observer monitors and takes notes on the reader's use of metacognitive strategies. Then, the reader uses specific mrs while reading, such as asking questions, making connections, or summarizing key points to answer the questions of the text.
c. Share: After discussing in pair, students are then asked to share their ideas with the larger group. A representative from each pair can be asked to speak in front of the class, or they can discuss with the larger group. During sharing, students can convey their ideas, listen to thoughts from other students, and broaden their understanding of the topic discussed.	c. The last stage is evaluating (mrs) and sharing (TPS). After the Reader finishes reading the assigned section, the pair should engage in a brief discussion to evaluate their point of view about the text. The Reader should share the mrs they employed, the challenges they faced, and how the strategies affected their comprehension. After that they read once more the questions and the answers to make sure that they have right thoughts before they share them to the class. Then, one of the pairs comes in front of the class to tell the other students about what they have discussed in their group.

At the end of the meeting, the class was given back to the teacher as the facilitator. The teacher encouraged different pairs to share their experiences regarding MRS and discussed the impact of these strategies on their understanding of the text. The teacher helped the students to summarize the importance of MRS and how they applied in various reading contexts, then encouraged the students to apply these MRS when reading other texts independently. The modified TPS technique

provides a supportive environment for students to develop their metacognitive skills and become more effective and independent readers.

2.7 Analytical Exposition Text

Zuliani (2021) states that an analytical exposition is a type of text designed to argue that something is the case. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument supported by facts to convince the readers. The social function of an analytical exposition text is to persuade the reader or listener that something is the case (Gerot and Wignell, in Elfira, 2018).

Generic Structure of Analytical Exposition Text is:

- 1) Thesis, introducing the topic
- 2) Argument, elaborating each point of argument
- 3) Reiteration, restating the thesis.

The purpose of a text is the reason why the writer writes it and what the writer wants the reader to do with it. When students understand that a text is written for a specific purpose and look for features that help them understand this purpose, they can more easily learn new information from the text.

2.8 Students' Appraisal

Students' Appraisal is an evaluation or assessment process that involves students as the main subject. In an educational context, student assessment can refer to collecting opinions, opinions, or evaluations from students related to various aspects of learning, such as teaching methods, subject matter, learning environment, or teacher performance. Based on Willingham (2009) student appraisal should emphasize the importance of metacognition, encouraging students

to reflect on their learning strategies and adapt them for future improvement. The purpose of student appraisal is to gain a better understanding of students' learning experiences, as well as to improve the quality of learning and provide constructive feedback to teachers and education providers.

2.9 Relevant Research Studies

Several previous studies have been conducted by researchers on the Think Pair Share (TPS) technique and metacognitive reading strategies (MRS). Sapsuha (2013) concluded from his research that the use of the TPS technique in teaching reading improved students' reading skills. It was found to be effective in enhancing students' reading comprehension and generating interest in learning through the TPS technique. Dwigustini and Widiya (2020) also discovered that TPS technique can promote students' reading comprehension, recommending its continued use by English teachers to assist in teaching reading comprehension and to motivate students to be more active in learning.

Regarding metacognitive strategies, Misa (2014) revealed that employing metacognitive strategies significantly improved students' reading comprehension skills in analytical exposition texts. Ahmadi et al. (2013) concluded that the MRS skills positively affected learning a second language, enabling learners to acquire the skills needed for effective communication in English. Anderson (2004) researched metacognitive strategies, finding that these strategies provided valuable insights for teachers to improve classroom reading instruction.

Therefore, integrating TPS technique and MRS is hoped to yield significant improvements in students' reading comprehension.

2.10. Theoretical Assumption

Having reviewed all the theories above, several theoretical assumptions can be drawn. First, TPS technique is an effective technique to apply in class, especially for reading comprehension sessions, despite its disadvantages. Second, MRS is expected to address the weaknesses of TPS technique. Finally, the teacher plays a crucial role in these activities, as it is the teacher's responsibility to help students learn or acquire a second language, English, interactively. By modifying TPS technique based on MRS, it is hoped that all students participate in the group by presenting their solutions to the given questions. Additionally, the modified technique is anticipated to significantly enhance students' reading comprehension compared to the original method. Finally, this modified TPS technique is expected to be easy for teachers to apply at class.

2.11. Hypotheses

Based on the theories and the assumptions above, the researcher proposes hypotheses in this research :

1. There is a significant difference in the students' reading comprehension after they are taught through the modified Think Pair Share technique based on Metacognitive Reading Strategy and through the original Think Pair Share technique.
2. The aspect of reading from the students' after they are taught through the modified Think Pair Share technique based on Metacognitive Reading Strategy is 'locating references'.
3. The students have positive appraisal towards the implementation of the modified Think Pair Share technique based on Metacognitive Reading Strategy.

Briefly, those are the explanations and theories engaged in this research that are put in a framework. It is to make an agreement about the contents that the researcher makes and what the readers read.

III. METHODS

This is the continued chapter that involves research design, subjects, instruments, data collecting technique, validity and reliability, research procedure, data analyses, and hypothesis testing.

3.1 Research Design

Research design is the procedural data collection and interpretation chosen by the researcher to conduct the research. Setiyadi (2018) argues that research design is a plan or steps prepared to collect data in research. This current research utilizes a quasi-experimental design and employs a quantitative method. Its goal is to determine whether there is a significant difference in students' reading comprehension between those taught through the modified Think Pair Share technique based on the metacognitive reading strategy and those taught through the original Think Pair Share technique. Additionally, it aims to identify which aspect of reading comprehension is most influenced and to gauge students' appraisal of the modified TPS technique based on MRS. The research design includes a pre-test, post-test, and class design, as described below:

Table 3.1. Research Design

G1 : T1 X T2
G2 : T1 O T2

G1 = Experimental class
G2 = Control class
X = Modified TPS

O = Original TPS

T1 = Pre-test

T2 = Post-test

This research will be conducted in five meetings in each group with the presentation as follows:

1. The first meeting is for pre-test
2. The second to fourth is for the treatments
3. The fifth meeting is for the post-test and the questionnaire

The researcher used this design because the pre-test (T1) was conducted to measure the students' initial abilities. At the beginning, the students were given a standardized test to establish their baseline scores before any treatments were administered. Following the pre-test, the researcher provided treatments (X) to the students. At the end of the treatment period, the researcher conducted a post-test (T2) to measure the difference in scores before and after the treatment. This result helped identify which aspect of reading comprehension was most influenced by the modified technique. Additionally, a questionnaire was administered to the students to collect further data. The questionnaire aimed to gauge the students' appraisal of the implementation of TPS technique based on MRS. For the control class, after the pre-test, they received treatments using the original TPS technique (O), followed by the post-test (T2).

3.2 Subjects

The subjects of this research are two classes of tenth graders from State Senior High School 12 Bandar Lampung. The purposive sampling technique was used to determine the subjects. Purposive sampling is a non-probability sampling method where individuals or cases are chosen based on their ability to represent the case

and answer the research questions (Setiyadi, 2018). The selection was done by interviewing one of the English teachers at the school. It was found that the students in both classes shared similar characteristics: they were at the beginner level in English and faced challenges with reading comprehension. This selection aims to observe any noticeable changes. Each of the two chosen classes consists of 30 students, forming both the control and the experimental classes.

3.3. Instrument

An instrument is a tool to collect data for the research. There are two instruments used in this research. They are reading tests and questionnaires.

3.3.1 Reading test

Test is a valuable measuring instrument for educational research. Therefore, the role of the test is important in collecting data. For tests, the researcher provided pre-test before treatments and post-test after treatments. These were conducted for both the control and experimental classes. The tests measured reading comprehension. The content of both tests was similar. The scoring rubric used was a rubric of reading comprehension from Nuttall in Saraswati et al. (2021) that included five aspects: determining the main idea, locating references, making inferences, detailed information, and understanding vocabulary. The test was given in a multiple-choice format (a, b, c, d, and e). The multiple-choice test was used because its marking was rapid, simple, and most importantly, reliable, meaning it was not subjective or influenced by marker judgments. The multiple-choice format might have made wh-questions easier to answer than no-choice wh-questions because it provided the students with possible answers. Students could check the text to see if any of the choices were specifically discussed and then make a choice.

3.3.2 Questionnaire

To answer the third research question, the researcher distributed a questionnaire to understand the students' appraisal of the implementation of the modified Think Pair Share technique based on metacognitive reading strategy after the treatments were conducted in the experimental class. It was a close-ended form with 15 questions, each having 7 multiple-choice answers. The questionnaire was adapted from the theory of Richards (2005).

3.4 Data Collecting Technique

As the data were in the form of reading comprehension, they were gathered using two reading tests: a pre-test and a post-test. Each student had to answer the reading comprehension test in both the pre-test and post-test. The scores from these tests were evaluated to determine the students' abilities before and after the treatments. The data collection technique is explained as follows:

a. Pre-test

The pre-test was conducted to determine the baseline reading comprehension levels of the students in both the experimental and control classes before the treatments. The students were given multiple-choice tests. The items in the pre-test were similar to those in the post-test. The test consisted of multiple-choice questions about analytical exposition text with five alternative options.

b. Post-test

The function of this test was to determine the students' ability and progress in reading comprehension achievement after being taught through the modified TPS technique in the experimental class and the original TPS technique in the control class. The students were also given multiple-choice tests with five alternative options for each question.

c. Questionnaire

The appraisal questionnaire was used to measure the implementation of TPS technique based on MRS. The questionnaire included Likert-type options with a 7-point scale ranging from 'strongly disagree' to 'strongly agree.' There were 15 questions given to the students, who were asked to answer each question within this range. The detailed explanation of the scale is provided below:

1. Strongly Disagree: Indicates that the respondent strongly disagrees with the statement provided in the questionnaire. This response is typically given a score of 1 on a 1-7 scale. An appropriate example statement would be "I strongly disagree that..."

2. Disagree: Indicates that the respondent disagrees with the statement provided, though not as strongly as in "strongly disagree". Usually, this response is given a score of 2 on a 1-7 scale. An appropriate example statement would be "I disagree that..."

3. Slightly Disagree: Reflects that the respondent tends to disagree with the statement provided, but with a lighter inclination compared to "disagree". This response is typically given a score of 3 on a 1-7 scale. An appropriate example statement would be "I slightly disagree that..."

4. Neutral: Indicates that the respondent does not have a specific opinion about the statement provided. This response is usually given a score of 4 on a 1-7 scale. An appropriate example statement would be "I am neutral towards..."

5. Slightly Agree: Indicates that the respondent tends to agree with the statement provided, but with a lighter inclination compared to "agree". This response is

typically given a score of 5 on a 1-7 scale. An appropriate example statement would be "I slightly agree that...".

6. Agree: Indicates that the respondent agrees with the statement provided, though not as strongly as in "strongly agree". Usually, this response is given a score of 6 on a 1-7 scale. An appropriate example statement would be "I agree that...".

7. Strongly Agree: Indicates that the respondent strongly agrees with the statement provided in the questionnaire. This response is typically given a score of 7 on a 1-7 scale. An appropriate example statement would be "I strongly agree that...".

These categories allow respondents to express their level of agreement or disagreement in a nuanced way toward the statements presented in the questionnaire.

In summary, the three instruments used in this research were the pre-test, post-test, and appraisal questionnaire.

3.5 Validity

Validity is concerned with the interpretation and the use of assessment result. The authentic assessment is effective when it has a clear conception of all intended learning outcome, a variety of assessment procedures be used, the instructional relevance of the procedures be considered, an adequate sample of student performance, the procedures be fair to everyone, the specification of criteria for judging, feedback to students that emphasizes strengths of performance and weakness to be corrected a comprehensive grading and reporting system (Gronlund & Waugh in Kadir, et al. 2019).

3.5.1 Validity in Reading Test

Validity in reading test in this research can be divided into three types: face validity, content validity and construct validity.

a. Face Validity

In Yussof (2019), face validity is to prepare the response process validation form to ensure that the panel of raters, who are the intended respondents, have a clear expectation and understanding about the task. Face validity refers to the extent to which a test appears to measure what it is supposed to measure. It involves a superficial review of the test items to ensure they are suitable and relevant for the intended purpose and audience. In this research, face validity was established by having an expert review the reading test items.

In short, the researcher had prepared the materials that would be given to the students. To pass the face validity, both of the instruments, i.e. reading test and questionnaire had already been reviewed and validated by an expert, Dili Nilakandi, an English teacher of State Senior High School 12 Bandar Lampung. She had overviewed this research including the syllabus, core competence, basic competence, lesson plan, instruments and the techniques used. The result shows that all the stuff is appropriate for doing this research.

b. Content Validity

For achievement tests, content validity is very important. According to Gay, et al. (2011), a test result cannot accurately reflect a student's achievement if it does not take into account of what the student is taught and is supposed to have learned. Content validity can be defined as how representative the items or tests are in

measuring the behavior studied (Cohen, Swerdlik & Slaney in Roebianto, 2023). The test items are adapted to include a representative sample of the course material taught to the students. To ensure the content validity of the reading comprehension test, the researcher organized the materials for senior high school students based on the current curriculum. This research used analytical exposition texts intended to be comprehended by senior high school students. To determine a measuring instrument's content validity, the researcher identified the overall content that should be measured.

In this research, the scoring criteria relied on five aspects: determining the main idea, finding detailed information, reference, inference, and vocabulary (Nuttal in Saraswati, et al., 2021). All test items with good validity were used to collect data for this research, while those with poor validity were removed or revised. This ensured that every test item matched the goals and materials taught.

To align the reading tests with the curriculum for senior high school, the researcher correlated the test items with the curriculum of State Senior High School 12 Bandar Lampung, which follows the 2013 curriculum. Below is the table that includes Core Competence and Basic Competence based on the syllabus of State Senior High School 12 Bandar Lampung.

Table 3.2. The Content Validity of Reading Test

Kompetensi Inti	Kompetensi Dasar
3. Memahami dan menerapkan pengetahuan <i>faktual, konseptual, prosedural</i> dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan	3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

bakat dan minatnya untuk memecahkan masalah.	
4. <i>Mengolah, menalar, dan menyaji</i> dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.4 Teks Eksposisi Analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks eksposisi analitis lisan dan tulis terkait isu actual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

c. Construct Validity

The degree to which a test measures an intended hypothetical construct is referred to as construct validity. Construct validity concerns whether the tests accurately represent the theoretical concepts of what it means to learn a language. A test with construct validity can evaluate specific characteristics that align with language behavior and learning theory. Construct validity relates to how well the test questions reflect five key reading skills: finding the main idea, finding supporting details, finding references, making inferences, and understanding vocabulary (Nuttall in Saraswati, et al., 2021). These reading skills are integral to the validity of the construct, while the item numbers are integral to the content validity.

Table 3.3 Specification aspects of reading comprehension

No.	Aspect of Reading Comprehension	Number of Items	Number of Question
1	Main Idea	10	1,4,10,15,24,29,32,37,42,47
2	Specific Information	10	8,12,16,21,25,30,33,38,43,48
3	Reference	10	3,6,9,18,22,27,35,40,45,49
4	Inference	10	2,5,11,17, 20,26,31,34,39,44
5	Vocabulary	10	7,13,14,19,23,28,36,41,46,50
Total			50

The table above elaborates on the aspects of reading included in the test, with a fair distribution of ten question items for each aspect. The main idea is the central

point or the most important concept that the author wants to convey in a text or a section of a text. Specific information refers to the details, facts, or pieces of data that support or elaborate on the main idea. Reference involves understanding what pronouns (he, she, it, they) or other referential words (this, that, these, those) in the text refer to. Inference means drawing conclusions or making educated guesses based on the information given in the text, even if it is not explicitly stated. Vocabulary involves understanding the meanings of words and phrases used in the text.

3.5.2. Validity of Questionnaire

The validity of the questionnaire is concerned with whether the questionnaire is actually in line with the theory. Since the purpose of the instrument is to produce data from the questionnaire, the researcher uses the notion of the modified TPS technique to ensure validity. Content validity deals with the equivalent among treatments that are given in the test. To enhance the content validity of the questionnaire, the questionnaire is adapted from the theory of Richards (2005).

Construct validity measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady, 1982). Below is the table containing specification of the questionnaire item number in order to ease the grid of questionnaire items that include feeling described in statements and the usage in questions.

Table 3.4 Specification of Reading Strategy Questionnaire

No	Questionnaire Items Category	Items
1	Feeling	1 – 7
2	Usage	8-15
TOTAL		15

3.6. Reliability

The degree to which a test delivers consistent, accurate findings when conducted under similar conditions is commonly regarded as reliability. Whatever the types of data collected, they should be reliable (Hatch & Lazaraton, 1991).

3.6.1 Reliability of Reading Test

The next important part to test is the instruments' reliability. Instruments are considered reliable if they yield similar results when administered to the same subjects on different occasions. This research uses split-half method to find the reliability. The basis for decision-making in the reliability test with split-half method is as follows:

- If the correlation of Guttman Split-Half Coefficient > 0.80 , then the instrument is reliable.
- If the correlation of Guttman Split-Half Coefficient < 0.80 , then the instrument is not reliable.

Below is the result of the split-half method for the reading test:

**Table 3.5 Split-Half
Reliability Statistics**

Cronbach's Alpha	Part 1	Value	.715
		N of Items	3 ^a
	Part 2	Value	.702
		N of Items	2 ^b
	Total N of Items		5
Correlation Between Forms			.800
Spearman-Brown Coefficient	Equal Length		.889
	Unequal Length		.893
Guttman Split-Half Coefficient			.874

Based on the table above, the Guttman Split-Half Coefficient is 0.874. Therefore, it can be concluded that the reading test is reliable.

3.6.2 Reliability of Questionnaire

Cronbach's Alpha is used in this research to measure the internal consistency reliability of the questionnaire. The alpha coefficient ranges between 0 until 1.

The basis for decision making in the reliability test is as follows:

- If the cronbach's Alpha value is > 0.6 then the questionnaire is declared reliable or consistent
- If the cronbach's Alpha value is < 0.6 , the questionnaire is declared unreliable or inconsistent

The interpretation of reliability is based on the criteria developed by Guilford in Ardani,et al (2020):

Table 3.6 Interpretation of Reliability

r11	Interpretation of Reliability
0.80 to 1.00	Very High
0.60 to 0.80	High
0.40 to 0.60	Intermediate
0.20 to 0.40	Low
< 0.20	Very Low

The reliability of the questionnaire in this research is also calculated by using SPSS to ease the process of finding Cronbach's Alpha. The result is below:

Table 3.7. Reliability of Questionnaire

Cronbach's Alpha	N of Items
.971	15

It is seen from the above table that the Cronbach's Alpha of Questionnaire test is 0.971 which means that it is more than 0.6. Based on Guilford's theory above, the degree of Cronbach's Alpha is very high. So, it can be concluded that the questionnaire is reliable.

3.7 Research Procedure

The researcher used the following procedure to collect the data:

1. Determining the Problem:

This research stemmed from the problems observed in the learning process. The majority of English teachers were stuck using old methods due to a lack of time to explore new methods or a reluctance to adapt to new environments. Most EFL teachers were focused solely on teaching grammar. However, these issues could be addressed by adding or changing some steps in the TPS technique procedure based on MRS, with the hope of enhancing students' reading comprehension.

2. Determining the Subjects of the Research:

The subjects of this research were the tenth-grade students of State Senior High School 12 Bandar Lampung. The researcher selected two classes: X.6 as the experimental class and X.8 as the control class, with each class consisting of 30 students.

3. Selecting the Material:

The material for this research was an analytical exposition text based on the curriculum for senior high school students in the tenth grade. The researcher designed activities using the TPS technique in the classroom, including both the original TPS technique and the modified TPS technique based on MRS. The teaching and learning process adhered to Curriculum 2013.

4. Administering the Pre-Test:

The pre-test was administered to both classes at the first meeting before the treatments began to determine the students' prior reading skills. The pre-test consisted of multiple-choice questions. The test followed the vocational high

school's Curriculum 2013, which was appropriate for their level in terms of analytical exposition text.

5. Conducting Treatments:

After administering the pre-test, the students underwent three treatment sessions. The experimental class was taught reading using the TPS technique with MRS, while the control class was taught using the original TPS technique.

6. Administering the Post-Test:

After the treatments, a post-test was conducted to assess whether there was a significant difference between the pre-test and post-test reading comprehension scores of students in both the experimental and control classes.

7. Distributing the Questionnaire:

After the post-test, a close-ended questionnaire was distributed to the experimental class. The purpose of the questionnaire was to gauge the student's appraisal of the implementation of TPS technique based on MRS.

8. Analyzing the Results:

The data were analyzed using SPSS 22 after conducting the pre-test and post-test. This analysis aimed to determine the effect on students' reading comprehension after being taught by the modified TPS technique and the original TPS technique. The researcher also identified which aspect of reading was most affected. Additionally, the results of the questionnaire were calculated manually using MS Excel 2010 to understand the students' appraisal.

These steps provided a clear and structured approach for conducting this research.

3.8 Data Analyses

To analyze the gained data, the researcher treated the data through the following steps:

1. Scoring the Data of Reading Tests and Questionnaire Responses

The results of the pre-test and post-test reading tests and questionnaire responses were scored.

2. Analyzing the Questionnaire Responses of the Modified Think Pair Share technique Based on the Metacognitive Reading Strategy

To facilitate statistical analysis, the items on the questionnaire were scored. Numerical scores were assigned to the elements of the Likert-specific questionnaires, ranging from strongly disagree (1) to strongly agree (7). Pimentel (2019) developed a 7-point Likert scale as follows:

Table 3.8 Interpretation of Intervals

Value	Interpretation	Score Range	Category
1	Strongly disagree	1.00 - 1.49	Negative
2	Disagree	1.50 - 2.49	Negative
3	Slightly disagree	2.50 - 3.49	Negative
4	Neutral	3.50 - 4.49	Neutral
5	Slightly agree	4.50 - 5.49	Positive
6	Agree	5.50 - 6.49	Positive
7	Strongly agree	6.50 - 7.00	Positive

The positive response category reflects a high level of agreement with the statement. In general, respondents agree that this modified teaching technique helps students improve their English skills, especially in reading. The neutral response category reflects an attitude that is neither positive nor negative, indicating that respondents do not have a strong opinion regarding the statement. Students feel that there is no significant effect from these techniques, whether the original TPS technique or the modified one. The negative response category

reflects a degree of disagreement or rejection of the statement, meaning that students disagree that these techniques have any effect on them, or they outright reject them.

3. Interpreting, describing and drawing conclusion

The scores of the pre-test and post-test were statistically analyzed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. The results of the experimental and control classes were processed using the Independent Samples T-Test to answer Research Question 1 (RQ 1). For Research Question 2 (RQ 2), the data were calculated manually using MS Excel to determine which aspect of reading was most affected. For Research Question 3 (RQ 3), the researcher also used MS Excel to compute the questionnaire data to find out the appraisal score. All results were then interpreted, described, and conclusions were drawn.

3.9 Hypothesis Testing

Hypothesis testing is a way of determining whether or not the hypotheses proposed in research are accepted. The following are the hypotheses of this current research:

1. There is a significant difference in the students' reading achievements between the students who are taught through the modified Think Pair Share technique based on metacognitive reading strategy and those who are taught through the original Think Pair Share technique.

Independent Samples T-Test is used to test this hypothesis with a significance level of $p < 0.05$. The hypothesis (H1) is accepted if there is a significant difference in students' reading achievements after being taught through the

modified TPS technique based on MRS compared to the original TPS technique. Conversely, it is rejected (H₀) if there is no significant difference in their achievements after being taught through both techniques.

2. The aspect of students' reading comprehension that is enhanced the most after they have been taught through the modified TPS technique based on the MRS is the reference.

The researcher assumed that the most affected aspect is locating references because it is the easiest for high school students. She then calculated the result of the post-test in the experimental class using MS Excel 2010. If the aspect most affected is reference, the hypothesis (H₁) is accepted. Otherwise, it is rejected (H₀).

3. Students show positive appraisal towards the implementation of the modified TPS technique based on MRS.

This can be observed from the results of the questionnaire. The researcher computed the data using MS Excel 2010 with a 7-point Likert scale. If students' responses indicate a positive appraisal of the implementation of the modified TPS technique, the hypothesis (H₁) is accepted. Conversely, if the result is negative, the hypothesis is rejected (H₀).

These are the hypotheses proposed by the researcher to address the research questions. Overall, this chapter elaborates on the methods used in this research, including research design, subjects, instruments, data collection techniques, validity and reliability, research procedures, data analyses, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter consolidates the conclusions drawn from the research findings and provides practical suggestions for future applications and studies based on the conducted analyses.

5.1 Conclusions

This research has yielded valuable insights into the effectiveness of the Think Pair Share (TPS) technique and the modified TPS technique based on the Metacognitive Reading Strategy (MRS). The conclusions drawn are as follows:

1. Think Pair Share technique has been proven to be an effective technique in enhancing students' reading comprehension. Integrated with the Metacognitive Reading Strategy, it enhances its efficacy, facilitating a better understanding of instructional materials, particularly in analyzing analytical exposition texts. Moreover, it enhances students' engagement at various stages of the learning process.
2. Among the aspects of reading comprehension, locating references is notably enhanced the most through the modified Think Pair Share technique based on the Metacognitive Reading Strategy. Students found it relatively straightforward due to the structured approach provided.
3. Think Pair Share technique based on a Metacognitive Reading Strategy garners positive feedback from students. On average, students agree with the implementation of this modified technique. Collaborative learning opportunities allow for knowledge sharing and mutual reinforcement of concepts, thereby elevating critical thinking skills.

5.2. Suggestions

The following suggestions are directed towards educators, students, and future researchers involved in English language teaching and learning:

1. For Teachers:

Implementing the modified TPS technique based on MRS consistently in classrooms is a great choice to enhance students' reading comprehension. This approach combines interactive sharing sessions with comprehensive reading strategies, yielding substantial learning outcomes. Additionally, teachers may introduce a diverse range of real-world topics for analytical exposition texts to enrich the learning experience and promote meaningful engagement. Teachers had better maintain effective classroom management strategies, particularly during group discussions, to ensure all groups have opportunities to participate effectively. The absence of the guidance in the original TPS can be covered by the MRS, so it is reminded for teachers to make sure that students realize that in reading comprehension, they are not only reading, but also aware of self-planning, self-monitoring and self-evaluation.

2. For Students:

Students may embrace and utilize the modified TPS technique based on MRS as a tool for improving reading comprehension skills. Also, actively engaging in all stages of the learning technique is needed to maximize learning outcomes and personal development.

3. For Further Researchers:

Since this research was conducted only in a certain condition of one of Senior High School in Lampung namely SMA N 12 Bandar Lampung, the results of the current research cannot be generalized. But, this research could be a reference for

further researchers who want to conduct similar research. Given the specific conditions of this study, further research should aim to replicate and expand upon these findings in diverse educational settings. Researchers can explore additional facets of students' learning processes beyond appraisal, such as motivation, to gain a more comprehensive understanding. Also, investigating the integration of the TPS technique and MRS with other pedagogical approaches may be done to explore synergies and optimize learning outcomes.

These conclusions and suggestions provide a comprehensive framework for English teachers, students, and researchers who are interested in the application of TPS technique and MRS. This chapter serves as the concluding segment of the thesis, encapsulating the research journey from inception to conclusion.

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