

**THE INFLUENCE OF USING THINK-PAIR-SHARE TECHNIQUE  
TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE  
TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE AT  
SMPN 2 TERBANGGI BESAR CENTRAL LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**



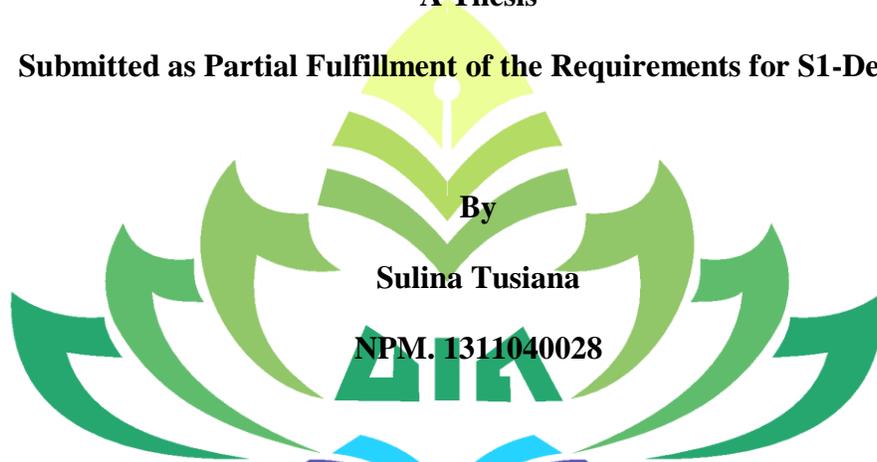
**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for S1-Degree**

**By**

**Sulina Tusiana**

**NPM. 1311040028**



**Study Program : English Education**

**Advisor : Bambang Irfani, M.Pd**

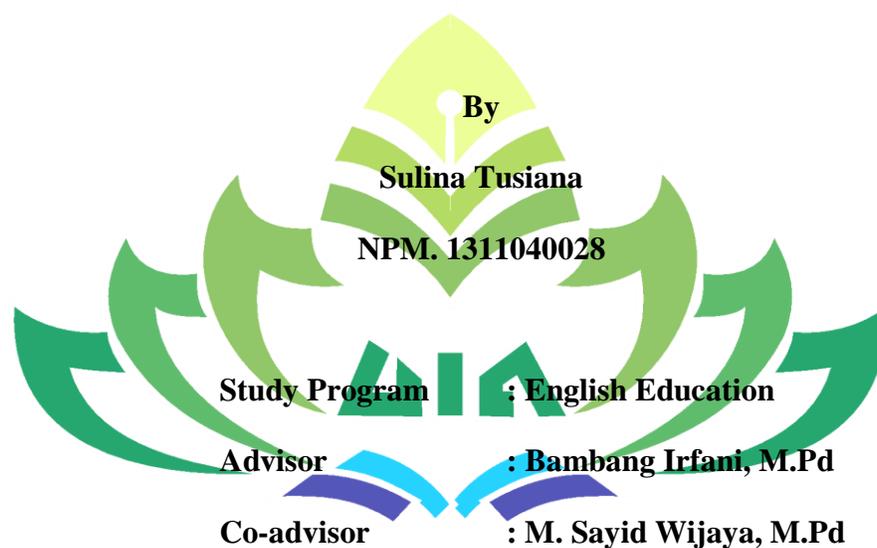
**Co-advisor : M. Sayid Wijaya, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

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2018**

## ABSTRACT

### **The Influence of Using Think-Pair-Share technique Towards Students' Reading Comprehension in Descriptive Text at the Seventh Grade of the Second Semester at SMPN 2 Terbanggi Besar Central Lampung in Academic Year of 2017/2018**

**By: Sulina Tusiana**

Reading is one of language skills that should be mastered by the students. In reading the text we can find knowledge, information that we never know before. The students' reading comprehension at SMPN 2 Terbanggi Besar Central Lampung is still low especially in reading descriptive text. To solve this problem, the writer applied think-pair-share. Think-pair-share is one of good techniques that can be implemented by the students as individual or in group. The objective of this research is to know whether there is significant influence of using think-pair-share technique towards students reading comprehension on descriptive text at the seventh grade of the second semester at SMPN 2 Terbanggi Besar.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VII B and VII D which consisted of 60 students. The treatments were held in 3 meetings, 2 x 40 minute for each. The population of this research was the seventh grade students at SMPN 2 Terbanggi Besar Central Lampung. In collecting the data, the writer used instrument in the form of multiple choice test. After conducting the try-out, the instruments were used for the pre-test and post-test. After giving the pre-test and post-test, the writer analyzed the data by using SPSS to compute independent sample t-test.

After testing the hypothesis, the result was that there is a significant influence of using think-pair-share toward students' reading comprehension on descriptive text at the seventh grade of the second semester at SMPN 2 Terbanggi Besar Central Lampung. From the data analysis computed by using SPSS, it was obtained that  $\text{Sig.} = 0.003$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $\text{Sig.} < \alpha = 0.003 < 0.05$ . In other words, from this research, it was known that think-pair-share influence the students' reading comprehension on descriptive text. So, there was influence of using think-pair-share towards students' reading comprehension on descriptive text at the seventh grade of the second semester at SMPN 2 Terbanggi Besar Central Lampung.

*Key words: think-pair-share, reading comprehension, quantitative research.*



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

**Title : THE INFLUENCE OF USING THINK-PAIR-SHARE  
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 COMPREHENSION ON DESCRIPTIVE TEXT AT  
 THE SECOND SEMESTER OF THE SEVENTH  
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 LAMPUNG IN ACADEMIC YEAR 2017/2018**

**Student's Name : Sulina Tusiana**  
**Student's Number : 1311040028**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

To be tested and defended in the examination session  
 at Tarbiyah and Teacher Training Faculty, State University of Islamic Studies,  
 Raden Intan Lampung

**Advisor,**

**Bambang Irfani, M.Pd**

**NIP. 19730517 200604 1 001**

**Co-Advisor,**

**M. Savid Wijaya, M.Pd**

**NIP. 19880317 201503 1 006**

**The Chairperson  
 of English Education Study Program**

**Meisuri, M.Pd**

**NIP: 19800515 200312 2 004**



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

**ADMISSION**

A thesis entitled: **THE INFLUENCE OF USING THINK-PAIR-SHARE TECHNIQUE TOWARDS STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE AT SMPN 2 TERBANGGI BESAR CENTRAL LAMPUNG IN ACADEMIC YEAR 2017/2018** by: **SULINA TUSIANA, NPM: 1311040028**,  
**Study Program: English Education** was tested and defended in final examination session held on: April, 13<sup>rd</sup> 2018.

**Board of examiners:**

The Chairperson : Meisuri, M.Pd

The Secretary : Istiqomah Nur R., M.Pd

The Primary Examiner : Dewi Kurniawati, M.Pd

The First Co- Examiner : Bambang Irfani, M.Pd

The Second Co- Examiner : M.Sayid Wijaya, M.Pd

The Dean



Prof. Dr. Chaerul Anwar, M.Pd  
 NPM 131101987031001

## MOTTO

فَاقْرَأُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ

Read ye, Therefore, as much of the Qur'an as many be easy (for you)<sup>1</sup>

(Q.S. Al Muzammil: 20)




---

<sup>1</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp.), p.607

## DECLARATION

I hereby certify that this thesis entitled: The Influence of using Think-Pair-Share technique towards Students' Reading Comprehension on Descriptive Text at the Second Semester of the Seveth Grade of SMPN 2 Terbanggi Besar Lampung Tengah in 2017/2018 academic year is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, April 2018

Declared by,

**Sulina Tusiana**



## CURRICULUM VITAE

The writer's name is Sulina Tusiana. She was born on August 21<sup>st</sup>, 1995 in Yukum Jaya Central Lampung. She is the first daughter of Mr. Supani and Mrs. Lutini. She has one sister. She is Eka Nuriawati.

She entered her first education in SDN 1 Yukum Jaya Central Lampung and graduated her study in 2007. She graduated from SMPN 2 Terbanggi Besar Central Lampung in 2010 and continued to MAN 1 Central Lampung and finished it in 2013. For getting further education in higher level, in 2013 she entered UIN Raden Intan Lampung majoring in English Education Study Program, Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined organizations in her Faculty called ESA (English Student Association) as member of Religious division.



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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent for blessing the writer with His mercy and guidance to finish this thesis. Peace and solutation be upon our prophet Muhammad, with his family and followers. This thesis entitled “ The Influence of Using Think-Pair-Share Technique Towards Students’ Reading Comprehension at the second semester of the first grade of SMPN 2 Terbanggi Besar in 2017/2018 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher training Faculty UIN Raden Intan Lampung.

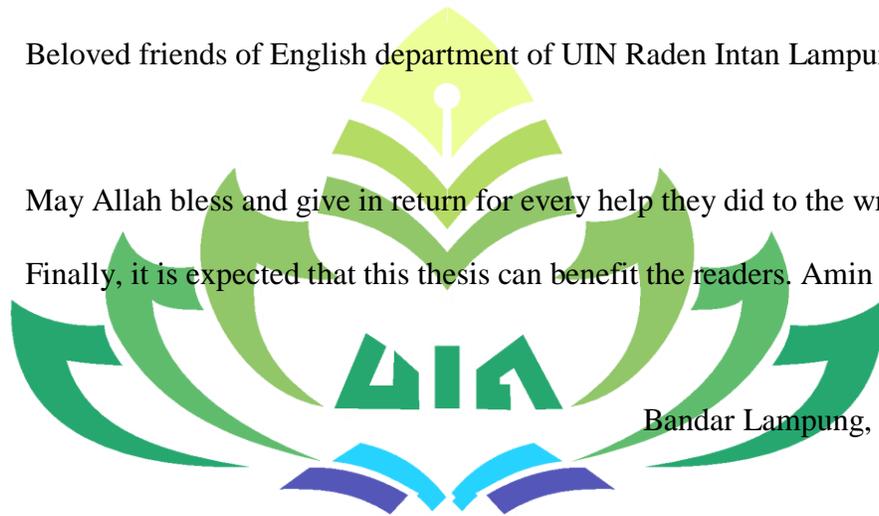
When finishing this thesis, the writer has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the writer would sincerely thank to:

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7. Her beloved friends, Rani, Meta, Indah , Leni, Rudi , All members of PBI A 2013
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May Allah bless and give in return for every help they did to the writer.

Finally, it is expected that this thesis can benefit the readers. Amin



Bandar Lampung, April 2018

The writer

**Sulina Tusiana**

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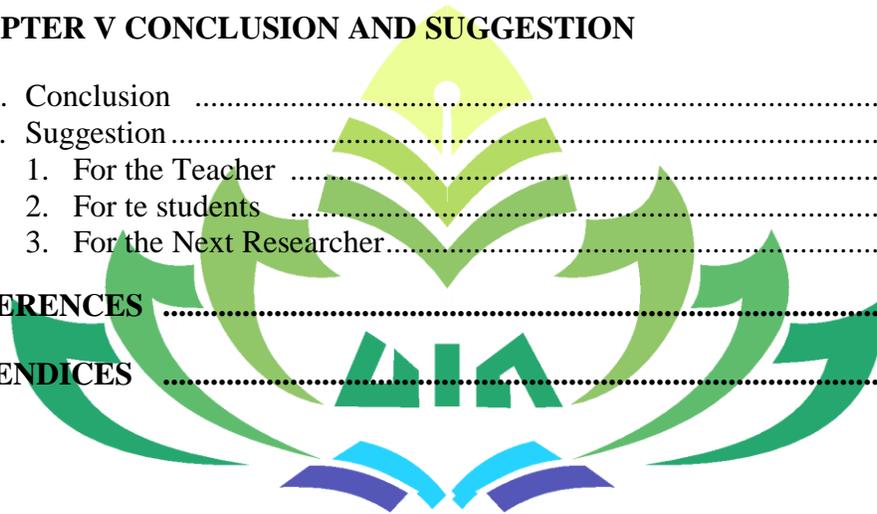
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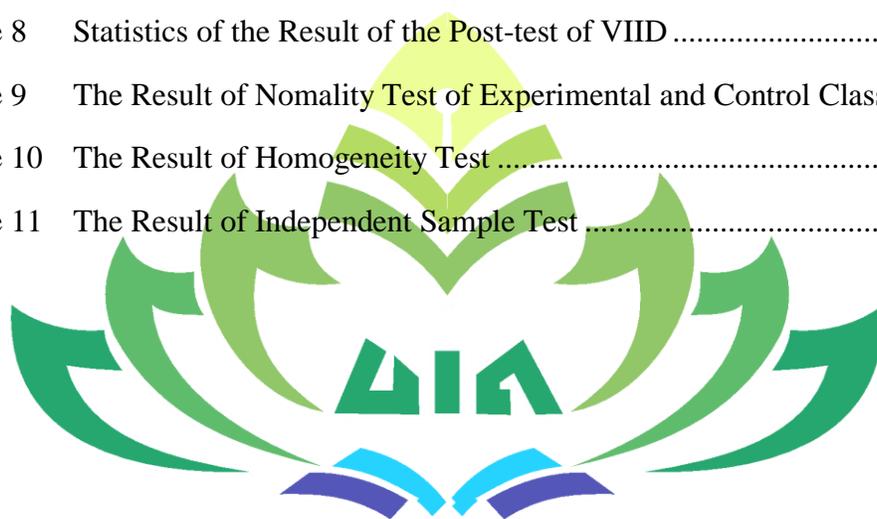
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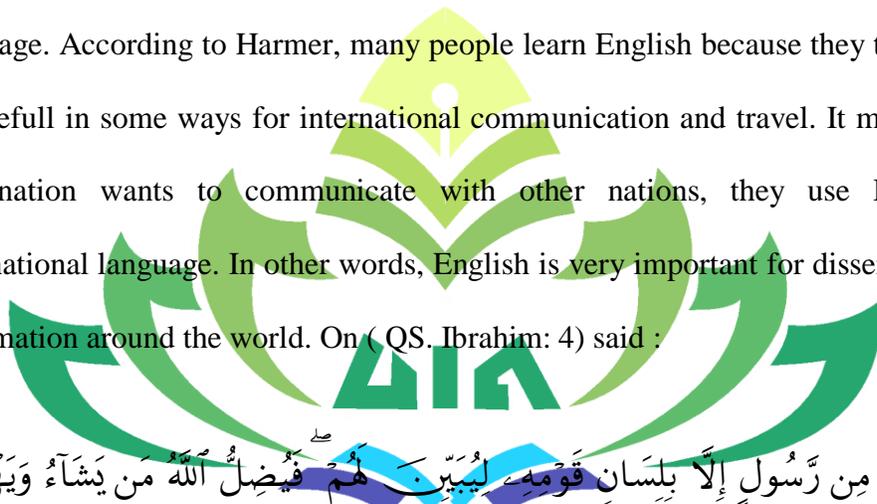
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is important part in human life, because people show their mind, feeling, expression and communicate are to another by using language. By language, people can identify the nation of the other people, what their culture by their accent is in using language, and what their social class by their way to interact is in using language. According to Harmer, many people learn English because they think it will be usefull in some ways for international communication and travel. It means that if one nation wants to communicate with other nations, they use English an international language. In other words, English is very important for dissemination of information around the world. On ( QS. Ibrahim: 4) said :


  
 وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي  
 مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

Meaning: We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now God leaves straying those whom He pleases and guides whom He pleases: and He is exalted in power, full of Wisdom.”

It means that, God sent the apostles in a language appropriate to the culture of the people.

In learning English there are four skills that should be mastered by the students, those are listening, speaking, reading and writing. Reading is the important skill which must be learned and mastered by everyone. According to Siahaan, “The receptive written language skill called reading, it is the skill of a reader or group of reader to interpret information transferred by a writer<sup>2</sup>. According to Patel, Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language<sup>3</sup>. By reading, one can relax, interact with feeling and thoughts, obtain information and improve the scientific knowledge.

In teaching English especially reading, the teacher should be able to create relaxed situation in the class. Because reading is of the important in language skill, we can get much knowledge by reading. Reading can provide the students’ message information given in form of written text. In relation to this, Nunan states that reading is usually conceived of has a solitary activity in which the reader interacts with the text in isolation<sup>4</sup>. It means that reading is the way how anybody learns to do it. The teacher should have interesting technique to get the best result and to avoid the students’ boredom. The teacher should give explanation about the importance of reading in learning English.

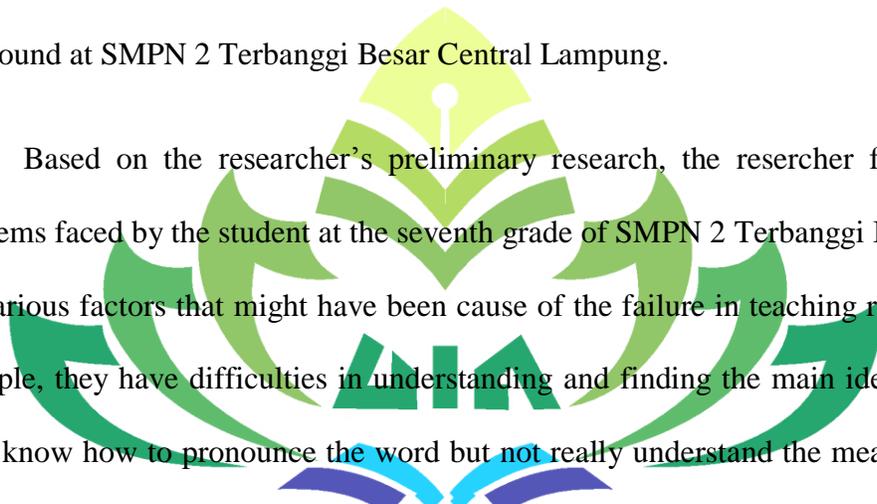
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<sup>2</sup> Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha ilmu, 2008), p.1.

<sup>3</sup> M.F Patel, *English Language Teaching (Methods, Tools, and Techniques)*(Jaipur: Sunrise publishers, 2008),p .114.

<sup>4</sup> David Nunan, *Language Teaching Methodology* (Cambridge: University Press, 1981), p.43

Reading process will be succes if the students also have a good respon in their learning process. According to judith, for most people learning is both an individual and a social process. Individual students see themselves as responsible for learning yet they recognize that other people have an influence on what they learn and the quality of the learning experience. So, the students are asked to understand about what they read and the teacher also has a responsibility to guide the students in learning reading. Learning reading is difficulty for some students, sometimes the find some problems in learning reading, because some of them arenot interested in reading comprehension. In other words, they are lack of motivation from themselves It was also found at SMPN 2 Terbanggi Besar Central Lampung.



Based on the researcher's preliminary research, the resercher found some problems faced by the student at the seventh grade of SMPN 2 Terbanggi Besar, there are various factors that might have been cause of the failure in teaching reading. For example, they have difficulties in understanding and finding the main idea in a text. They know how to pronouce the word but not really understand the meaning of the sentence is read . By interviewing an English teacher who is teaching there, the researcher found that the students' reading comprehension still low. And their motivation in learning English was also still low.Students got difficulty when they study reading. It found out more than 60% students get difficulty in reading. The score of reading could be seen in table I. From scoreof reading in table, it means that the reading score should be increased, because in SMPN2 Terbanggi Besar used

KKM is 70. Students said that, the teacher did not have an interesting technique to teach reading<sup>5</sup>. So that they felt so difficult to learn and also they lost motivation in learning, as a result, they do not have knowledge of English language components such as reading, writing, vocabulary, grammar and other<sup>6</sup>.

**Table 1**  
**The Students' Score of Descriptive Text Reading Comprehension at Seventh Grade of SMPN 2 Terbanggi Besar in 2018**

No.	Class	Score		Total
		<70	≥70	
1	VII A	21	10	31
2	VII B	20	10	30
3	VII C	22	9	31
4	VII D	21	9	30
5	VII E	23	8	31
<b>Total</b>		<b>107</b>	<b>46</b>	<b>153</b>
<b>Percentage</b>		<b>69,93%</b>	<b>30,06%</b>	<b>100%</b>

*Source: The Document of English Teacher of SMPN 2 Terbanggi Besar*

Based on the table 1, the total number of students in the failed category is higher than in the passed category. There are 107 students in failed category (69.93%) and 46 students in passed category (30,06 %). It can be inferred that the achievement of the students in learning reading comprehension especially descriptive text is relatively low because the criteria of minimum mastery (KKM) in SMPN 2

<sup>5</sup>Students' of SMPN 2 Terbanggi Besar. An Interview , july 12<sup>nd</sup> 2017

<sup>6</sup>Dini oktavia, *The English teacher in SMPN 2 Terbanggi Besar*. An interview, july 12<sup>nd</sup> 2017

Terbanggi Besar is 70<sup>7</sup>. Therefore, to solve those problem is needed, that is by using think-pair-share. It is a suitable in teaching reading comprehension.

Besides that, the researcher interviewed with some of the students. It was found that most of the students have difficulties in reading . The students really confused, because they just saw and listened quietly to the explanation in the classroom. When the teacher gave the exercises, the students still confused. The students did not get involved with the learning process.

Teaching learning process basically is a process in which teachers and students interacts each other. The process needs students' active role. Furthermore, the teacher should use technique to make students enjoy, fun, and good approach will support learning English.

In the teaching and learning process think-pair-share technique is very important the help both teacher and students by using the effective technique. The teaching and learning process will run well and the students will be enjoy and relax to join and teaching and learning process. Thus the teacher to select and use the good and effective technique that makes the students interested in teachingreading. The reading class should be facilitated with activities which motivate students to learn, in education field there are many kinds of good teaching technique.

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<sup>7</sup>*The Document of English Teacher of SMPN 2 Terbanggi Besar* , in july 2017, Unpublished.

Think-pair-share can be applied in teaching reading because Think-pair-share technique is one of potential activity that gives student feeling of freedom to understand English by them. Think-pair-share also potentially useful to encourage students to understanding the text<sup>8</sup>.

After looking for some references related to the research that is going to be done by the researcher, researcher found some similar evidences that had been done in the previous time by other researchers. Similar research was conducted by Ratna Sari entitled “ The influence of Using Think-Pair-Share in teaching descriptive writing of tenth grade of SMA Negeri 2 Kabupaten Tangerang 2013/2014 academic year<sup>9</sup>” which showed that the result of the analysis in the research can be seen in the previous chapter, that  $t_o$  value is 3.68 and  $t_{table}$  value is 2.00 in degree of significant 5%. It can be concluded that  $t_o$  is higher than  $t_t$  ( $t_o : t_t = 3.6 > 2.00$ ). So, the hypothesis ( $H_a$ ) is accepted because  $t_o > t_t$ , it can be inferred that teaching descriptive writing by using think pair share technique gives the positive influence to the tenth grade students' achievement on SMAN 2 Kabupaten Tangerang.

Another research was conducted by Sormin entitled “Improving Students Achievement writing skill Through Think-Pair-Share Technique of Eighth Grade of

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<sup>8</sup> Nikmatul jannah, “The effectiveness of think-pair-share technique In teaching reading. JP3, Volume 1, No. 12, (Agustus 2013),p.92.

<sup>9</sup>Ratna sari, “ the influence of using think-pair-share in teaching descriptive writing on SMAN 2 Kabupaten Tangerang in 2013/2014 academic year”. (Thesis study program English Education UIN Syarif Hidayatullah,Jakarta,2014).

SMP Parulian 2 Medan in Academic Year 2009/2010”<sup>10</sup> which also showed that the students were positively and significantly improved after they had been taught by think-pair-share technique. Sormin using two cycles in each cycle there are three meetings. Sormin used some instruments to collect the data there are quantitative data (Writing Test) and Qualitative Data (Diary notes, Observation Sheet, and Interview Sheet). In his research Sormin found that the students vocabulary still less, and learning activities is more teacher-centered in a way that the writing instruction is based on what the teachers tell.

Another previous research was conducted by Resita Dwiutami on the Influence of Using Think-Pair-Share technique towards students Speaking ability in the Eighth grade of SMPN 4 Natar Lampung Selatan at the second semester in the academic year of 2014/2015<sup>11</sup>, also showed that the students were positively and significantly improved after they had been taught by think-pair-share technique, Resita using two classes in each classes there are three meetings. Resita used instruments to collect the data was test. In his research Resita found that the students speaking ability still low, and learning activities is more teacher-centered and no variation of technique used by the teacher in teaching speaking.

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<sup>10</sup> Sormin, Improving Students Achievement Writing skill Through Think Pair Share Technique of Eight Grade of SMA Parulian 2 Medan in Academic Year 2009/2010”.(Thesis study program English education Universitas Negeri Medan, Medan, 2010).

<sup>11</sup> Resita Dwiutami, Influence of Using Think Pair Share (TPS) technique towards students Speaking ability in the Eighth grade of SMPN 4 Natar Lampung Selatan at the second semester in the academic year of 2014/2015. (Thesis study program English Education IAIN Raden Intan Lampung, Lampung, 2015).

Based on the explanation above, there was difference between those previous research and present research. The first previous research used Think-Pair-Share to improving student Reading skill on News Items text, and the second previous research used Think-pair-share toImproving Students Achievement writing skill. And the thirth previous research used Think-pair-share toward students speaking ability.

Thus, the researcher expected that this technique could give the significant influence on the students' reading comprehension in descriptive text. According, the writerconducted an experimental research entitled:The Influence of Using Think-Pair-Share Technique towards Student's Reading Comprehension in Descriptive text in the Seventh Grade of SMPN 2Terbanggi Besar at the secondSemester in the Academic Year2017/2018.

## **B. Identification of Problem**

Based on the background of the problem, the writer identified the problems as follows:

1. The students' reading ability and motivation are still low in learning reading comprehension.
2. The students found difficulties in getting the information of required reading text.
3. The teacher technique is monotonous.

### **C. Limitation of the Problem**

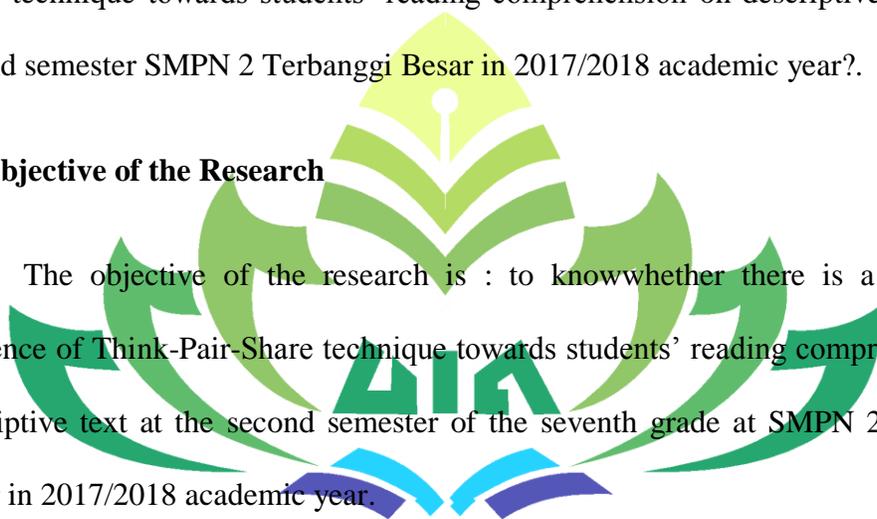
In this research, the writer focused on the influence of using Think-Pair-Share technique towards students' reading comprehension in descriptive text at the second semester SMPN 2 Terbanggi Besar in 2017/2018 academic year.

### **D. Formulation of the Problem**

Based on the limitation of the problem, the writer would like to formulate the problem in this research as follows : Is there a significant influence of Think-Pair-Share technique towards students' reading comprehension on descriptive text at the second semester SMPN 2 Terbanggi Besar in 2017/2018 academic year?.

### **E. Objective of the Research**

The objective of the research is : to know whether there is a significant influence of Think-Pair-Share technique towards students' reading comprehension in descriptive text at the second semester of the seventh grade at SMPN 2 Terbanggi Besar in 2017/2018 academic year.



## F. Use of the Research

This research is expected to have some advantages in the English teaching and learning process as presented below.

1. For the English teacher, the findings of this research are expected to provide information for an effective learning technique called the Think-Pair-Share to improve the students' reading comprehension.
2. For the students, the findings of the research are expected to offer interesting and various learning experiences. So, they will participate in the reading class more actively.
3. For the schools, it is expected that the Think-Pair-Share technique can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning processes so that learning activity will not be monotonous.
4. For other researchers, the findings of the study can be one of the meaningful and useful references which can guide to conduct research studies in relation to the English teaching.

## G. Scope of Research

The writer determined the scope of research as follows:

### 1. Subject of the Research

The subject of the research was the students of the seventh grade at second semester at SMP N 2 Terbanggi Besar in 2017/2018 academic year.

### 2. Object of the Research

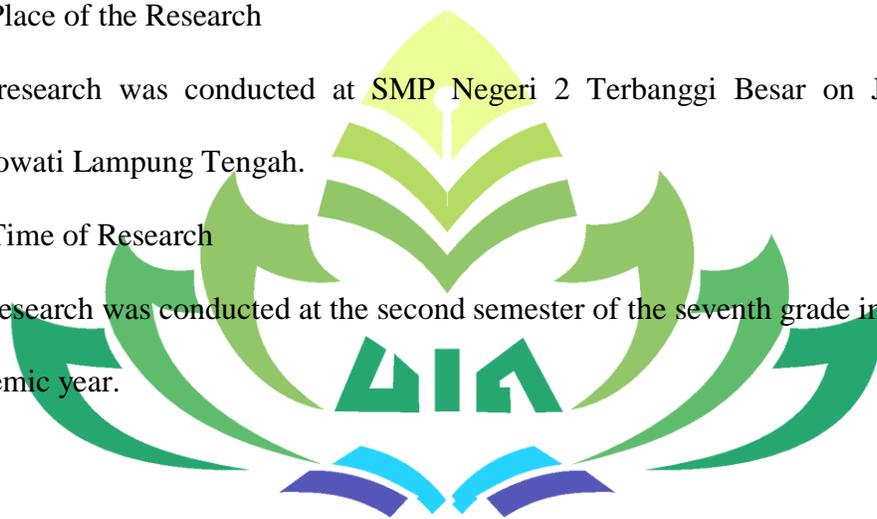
The object of the research was the students' reading comprehension and the use of Think-Pair-Share technique.

### 3. Place of the Research

The research was conducted at SMP Negeri 2 Terbanggi Besar on Jln Ampera Poncowati Lampung Tengah.

### 4. Time of Research

The research was conducted at the second semester of the seventh grade in 2017/2018 academic year.



## CHAPTER II FRAME OF THEORY

### A. Concept of Reading

Reading is one of the four language skills, instead of listening, speaking, and writing. Reading includes the subject material in the school that should be mastered by the students. Reading is the important skill, this is supported by Patel and Javi who state that reading is most useful and important skill for people<sup>12</sup>. By reading, the students will know more that should they write and speak. McGuinness state that reading is a complex act and it is important to pin down which memory systems matter most<sup>13</sup>. It means that reading is a complex activity in reading to get information from a text. Reading is important in language skill. By reading readers have a lot of new knowledge.

According to Nunan, reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode if other means fail. He also says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation<sup>14</sup>. Most people do silent reading. They need an isolation environment to comprehend the reading.

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<sup>12</sup>M.F Patel. *English Language Teaching (Methods, Tools, and Techniques)*. (Jaipur: Sunrise publishers, 2008), p.35

<sup>13</sup>Diane McGuinness. *Language development and learning to read* (Cambridge: Cambridge Center, 2005), p.283

<sup>14</sup>David Nunan. *Second Language teaching*. (Massachussets : Heinle publisher. 1999 ), p. 230

In reading, the reader can understand what the writer want to convey information through written form. Because reading also is an activity to get knowledge and information from a text. Meanwhile, Grabe states that reading is process of receiving and interpreting information encoded in language form use the medium of print<sup>15</sup>.

Reading is the construction of meaning from printed or written message. The construction of meaning involves the reader connecting information from the written message with the previous knowledge to arrive at meaning at an understanding.<sup>16</sup> It means that reading is process to get information or knowledge from the text and to understand the content of the material being read. Allah states in surah Thaaha verse 114:



<sup>15</sup>Fitriana Shalihah. The Influence of using Graphic Organizer towards Students Reading comprehension at the second semester of the first grade of SMP N 21 Bandar Lampung in academic 2011/2012”,( English Education of IAIN Raden Intan Lampung, Lampung, 2012).

<sup>16</sup>Richards R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Cambridge : Cambridge University Press, 1998), p. 12

“Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge.” (Thaaha:114)<sup>17</sup>

In section , Allah command us to read Qur'an slowly not hurried. So, we can get an information and knowledge from it (Qur'an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Based on those explanation, it can be concluded that reading is the readers activity in order to get information from printed text using eyes and brain to understand what the author thinks in his/her writing. Reading is very important skill for students. Reader's background knowledge of the world will influence their achievement in reading comprehension

## **B. Types of Reading**

According to Nation, generally reading is divided into two types, they are intensive reading and extensive reading. The definition of each type is as follows:

### 1) Intensive Reading

Intensive study of reading text can be meant of increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher

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<sup>17</sup>A. Yusuf Ali, *The Holy Qur'an Text Translation and Commentary*, (Maryland: Amana Corp, 1983), p. 788

works with the learners.<sup>18</sup> It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to active that the learners understand about the text, it can make the process of comprehend easier. Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.<sup>19</sup>

## 2) Extensive reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are reading.<sup>20</sup> It means that extensive reading is learning process with accuracy. While reading the text, the learners should be engaged with the text and focus with the text which they read. The reader also should pay attention to get the meaning of the text. Day and Bamford state that characteristic extensive reading is involving large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed. Not all text for extensive reading need to be simplified texts as there are other ways of helping with the

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<sup>18</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York :Routledge, 2009), p.

<sup>19</sup> *Ibid*, p. 27

<sup>20</sup> *Ibid*, p. 59

vocabulary load of extensive reading such as glossing, computer – assisted reading, elaboration.<sup>21</sup>

Based on those explanations, it can be concluded that intensive reading is a technique of reading to increasing their comprehension in understand language features (regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies) from a text by using translation to make easier in understand the text. Furthermore, extensive reading is a process of reading text with accuracy. The reader should choose a text that they interested in it, so they must focus just in the text to get the meaning and comprehend the text well. In other word, in extensive reading, the reader has to choose an interesting text.

### C. Concept of Reading Comprehension

Comprehension is the center of reading<sup>22</sup>. Comprehension is the ability to understand completely and be familiar with a situation and fact. According to Caldwell, comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting

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<sup>21</sup>Richard R. Day and Julian Bamford, *Loc.cit*

<sup>22</sup> Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard:Library of Congress cataloging in Publication Data,2003)p,90

pronunciation to meaning, and finally connect these words into idea units<sup>23</sup>. It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

Reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies<sup>24</sup>. It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.<sup>25</sup> It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage.

Based the language assessment theory of Brown, especially for reading, there are some criteria are commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic)
2. Expressions/idiom/phrases in context
3. Inference (implied detail)

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<sup>23</sup>Jo Anne Schudt Caldwell, *Comprehension Assesment A Classroom Guide*, (New York: The Guilford Press,2008),p.5

<sup>24</sup>Doughlas brown. *Teaching by principles, An Interactive Approach to Language Pedagogy*. (San fransisco state. University, 1998, ).p.291

<sup>25</sup>Karren R. Harris, Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 2

4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context.<sup>26</sup>

Based on those criterias, it has differences in each criterias as follows:

Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence.

Then, the expression/ idiom/ phrase in context. Expression is the act of saying what you think or showing how you feel using words or action.

Idiom is a word or phrase which means something different from its literal meaning. Phrase is a group of two or more words that express a single idea but do not usually form a complete sentence.

Inference is same as a conclusion or implied detail of the text.

Grammatical feature is about the grammar of the text likes the kind of the text or the tense that used in the text. The descriptive text uses simple present tense because it uses verb<sub>1</sub>.

Next, detail (scanning for a specifically stated detail). Detail is a small part of something.

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<sup>26</sup> H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico: Pearson Longman, 2003), p. 206

Excluding facts not written (unstated detail) is the facts or details that are not written on the text.

Supporting idea is a sentence that supports the main idea.

The last criteria is vocabulary in context. Vocabulary is all about the words-word in a language or a special set of words you are trying to learn.

In addition, reading comprehension means the students must read the text and interest the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is no simply making sound of the text, but it is about comprehending the idea of the text itself.

Based on all statements, the researcher concludes that reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understands the purpose of the text. Beside that, the reader also must be understand about all of the criteria in reading comprehension likes main idea, expression/idiom/phrase, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary.

#### **D. Concept of Teaching Reading Comprehension**

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting material and choosing appropriate technique. In English language teaching, the

teaching of reading should be the main priority for the teacher to be considered when the students begin their schooling.

Murcia states that the learner will achieve learning goal when the act of learning reading is the main of the learning and the main of reading instruction is the set of tasks<sup>27</sup>. It means that teaching reading, requires reading tasks to be done by students to improve the reading skills in order to achieve their learning goals including academic goals and real life goals.

Harmer says that the important part of the teacher's job is getting students to read English<sup>28</sup>. Being able to understand the English texts are important for the students either for their study purpose, their careers or simply for their pleasure. From that statement, it can be concluded that the teachings of reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading

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<sup>27</sup>Celce Murcia. *Teaching language as a second or foreign language*. ( Washington: Heinli Thomson learning, 2001),p.12

<sup>28</sup>Harmer, J. *The Practice of English Language Teaching* (3rd Ed.) ( Edinburg: Longman, 2001), p. 34

- text, not just to the language
- d. Prediction is major factor in reading
  - e. Match the task to the topic
  - f. Good teacher exploit reading texts to the full.<sup>29</sup>

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching proses more effective.

## **E. Concept of Text Genre**

### **1. Definition of Text**

According to Siahaan, text is a meaningful linguistics unit in a content<sup>30</sup>. In other words text is character and the words that have meaning. A text is both a spoken text and a written text. A spoken text is meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.

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<sup>29</sup>*Ibid* p. 70

<sup>30</sup>Sanggam Siahaan, *Generic Text Structure*, ( Yogyakarta: Graha Ilmu,2007),p.1

The writer concludes that text is some sentences in written text or spoken text can act of communication and the readers can complete information from the text.

## 2. Genre of Text

There are many kinds of text, one of them is descriptive text. Gerot and Wignel classify the genre into thirteen types, they are<sup>31</sup>:

### 1. Spoof

Spoof is a text to retell an event with a humorous twist.

### 2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

### 3. Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report is piece of text that present information about a subject.<sup>32</sup>

### 4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

### 5. News item

News item is a text to inform readers, listeners or viewers about events of the day which are considered news worthy or important.

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<sup>31</sup>Linda Gerot and Peter, *Making sense of Functional Grammar*, ( Queensland: AAE Publishing, 1994), p.180

<sup>32</sup>*Ibid.* p.86.

## 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

## 7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Other definition, narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener.<sup>33</sup>

## 8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other definition, procedure is a piece of a text that gives us instruction for doing something.<sup>34</sup>

## 9. Description

Description text is a text to describe a particular person, place or thing.

## 10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

## 11. Explanation

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<sup>33</sup>*Ibid*, p. 8.

<sup>34</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 50.

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Other Definition, explanation is to explain how or why something occurs.<sup>35</sup>

## 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue. Other definition, discussion is a text to presents differing opinions on a subject to the readers and listeners.<sup>36</sup>

## 13. Review

Review is a text which presents critical analysis on events or works for readers or public audience.

Based on the explanation above, there are so many text in teaching language, each of text have different characteristics and purpose. but in this research, the researcher will explain about descriptive text. Description text is a text to describe a particular person, animal or things.

### **F. Concept of Descriptive Text**

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the writer will focus on descriptive text.

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<sup>35</sup>*Ibid*,p. 4.

<sup>36</sup>*Loc. cit*, p.50

## 1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or other<sup>37</sup>. Siahaan states that description is the text containing two components, identifications and description by which describes a person, an animal, or place. It means that descriptive text has two components which describe about people, place or things.

Descriptive text is a text which says what a person or a thing is like. Siahaan states that description is written English text in which the writer describes an object<sup>38</sup>. It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object or an abstract object which says what a thing, place or person.

## 2. Generic Structure of Descriptive Text

There are generic structure of Descriptive:

### 1. Generic Structure of Descriptive Text

#### a. Identification

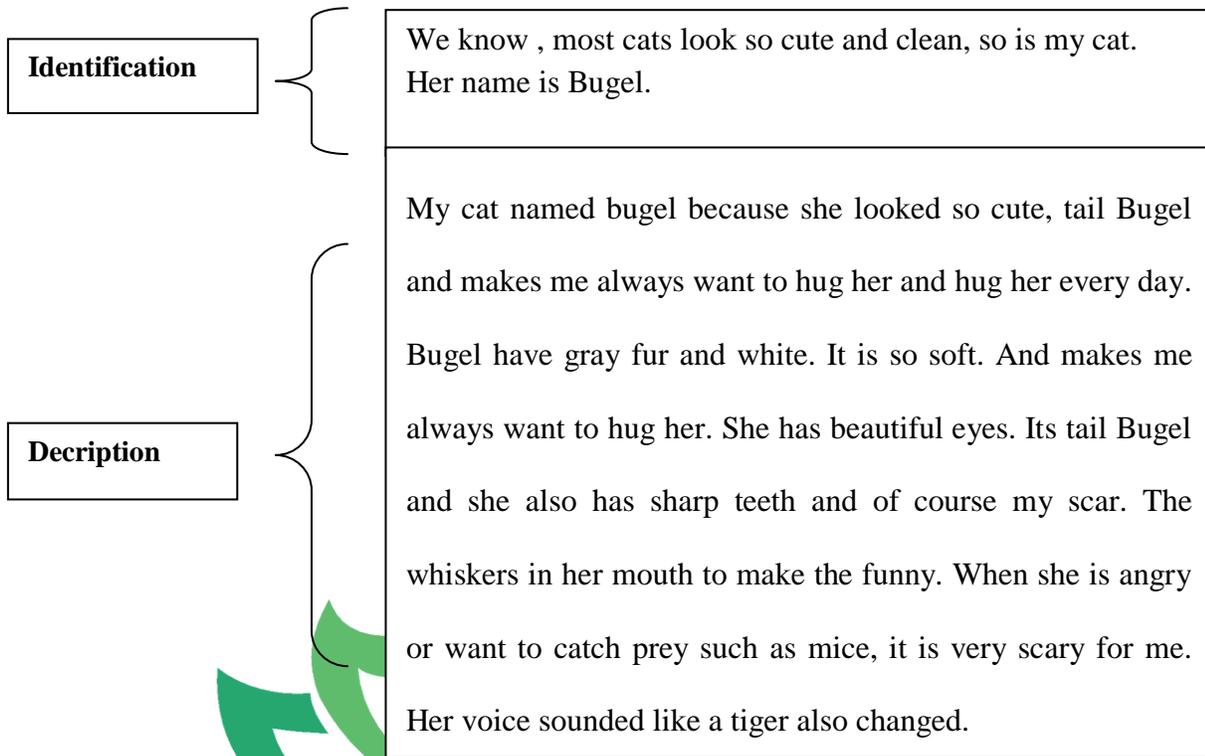
In this part introduces to the subject of the description

#### b. Description

<sup>37</sup>M.Mursyid PW, Learning Descriptive Text” available in (<https://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>. march 23<sup>th</sup>2016

<sup>38</sup>Sanggam Siahaan, *Generic text structure*, ( Yogyakarta: PT Graha Ilmu,2007),p 89

In this parts gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily live,etc



### 3. Language features of Descriptive Text

There are Significant lexicogrammatical features of Descriptive text:

- a. Focus on spesific participants, it means that descriptive text just focus on one object that will be described. For example : descriptive text about Borobudur Temple, My school, My cat.

- b. Use attributive and identifying processes. Attributive of the position or use an adjective, noun, or phrase before a noun. For example, “The beautiful dress is mine” (word “beautiful” is an adjective that explains dress as a noun. Meanwhile, identifying process is a process of identify about an object that will be described, is like a history of an object, or what an object is. For example, “Borobudur is one of the world’s most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground.”
- c. Frequent use of epithets and classifier in nominal group. For example, Nederland is called as state of waterwheel, Japan is called as state of sun rise, and America is called as state of Adidaya.
- d. Use of simple present tense, example : she likes singing, Jakarta is the capital city in Indonesia.<sup>39</sup>

#### 4. Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics text such as :

- a. Using of figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting. For example, “Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches”.

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<sup>39</sup>Linda Gerot and peter Wignell, op cit,p.208

- b. Using vivid pictures is to make the description clear and realistic. For example, descriptive text about Lion. It must using the picture of Lion, so the reader will be interested in reading the text.
- c. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, phrases to suggest colors, movements, expressions and feeling. For example it can be seen in the sentence “The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests”. Word “rainbow” shows the color of the waterfall.
- d. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship. For example, “I have a classmate. Her name is fika. She has a slanting eyes, small body, flat nose, and white skin. She always uses hijab to go to campus.”
- e. Using the simple present tense. For example “I get up at 05.00” and “A fish lives in the water”. From these sentences, it shows an activity and the true fact.
- f. Using adjective to describe the feature of the subject.<sup>40</sup> For example, “Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters. Word “biggest” is an adjective that describe the Borobudur temple.

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<sup>40</sup>SofianaZahara, The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability (Thesis S1 Degree Syarif Hidayatullah State Islamic University, Jakarta :2014) p. 17. Access in [http://repository.uinjkt.ac.id/dspace/bitstream](http://repository.uinjkt.ac.id/dspace/bitstream/SOFIANA%20%20ZAHARA-FITK.pdf) /SOFIANA%20%20ZAHARA-FITK.pdf on April 17<sup>th</sup>, 2017 at 16:44 p.m

## 5. Social Function of Descriptive Text

Gerot states that the social function of descriptive text is to describe a particular person, place or thing<sup>41</sup>. It means that descriptive text is a text that describe a specific particular object, the object can be a person, a place, or a thing . Its purpose is describe and reveal a particular thing, person or place.

### G. The Concept of Think-Pair -Share Technique

#### 1. Definition of Think-Pair-Share Technique

Think-Pair-Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes<sup>42</sup>. Think-Pair-Share is a kind of technique for teaching reading comprehension by asking the students to work individually to think of the answer of a question posed by the teacher, then work in pairing to discuss the answer, and finally share what they have been talking about with the whole class<sup>43</sup>. According to Lie, Think-pair-share is defined as a technique which gives the opportunity to the students to work alone and also in group. It will make the students' participation increase<sup>44</sup>. It means that Think-Pair-Share is the technique that encourages individual to give opportunity to the

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<sup>41</sup>Linda Gerot and Peter, *Making sense of Functional Grammar*, (Queenlands: AAE Publishing,1994),p.192

<sup>42</sup>Agus Suprijono, *Cooperative Learning*, ( Yogyakarta : PustakaPelajar, 2008 ), p.107

<sup>43</sup>Frank Lyman, *Strategies for Reading Comprehension:Think-pair-share*, Retrieved 2012, June 15, [Http://www.readingques.org/strat/tps.html](http://www.readingques.org/strat/tps.html)

<sup>44</sup>Lie, *mempraktikan cooperative learning diruang-ruang kelas*, (Jakarta: Grasindo,2014), p.57

students to work alone also group to give their opinions and they can find the problem solving.

Think-Pair-Share technique is also a summarization technique that can be used in any content area, before, during, and after a lesson, the activities involve three basic steps<sup>45</sup>. Students think through questions using three distinct steps:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable to present ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process<sup>46</sup>. Based on the steps the students have opportunity to explain their idea and they can get more information from their friends because every one have the different opinions and they can onstruct.

After viewing the concepts concerning Think-Pair-Share, the writer assumes that Think-Pair-Share is one of some cooperative learning technique, which involves the students opportunity to discuss their idea and provides a means for them to see other problem solving, they can work individually also work group.

## 2. Procedure of Think-Pair-Share Technique

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<sup>45</sup>Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2014), p. 136

<sup>46</sup>Agus Suprijono, *Op.Cit*, 2008, p.110

According to Yerigan as cited in Azlina ,there are three stages in implementing Think-Pair-Share technique. It is described a follows.

1) Think- Individually

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

2) Pair- with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share- to the whole class

The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

From those steps, writer also use all of those steps in teaching reading comprehension using think-pair-share.

- a. The teacher gave the descriptive text.
- b. The teacher gave some questions to the students about the text.

- c. The teacher asked the students to read the text.
- d. This step is THINK, after the students read the text, the teacher asked them to think individually the information from the text.
- e. PAIR, the teacher asked the students to make a pairs consists of two students.
- f. The teacher gave the topic about descriptive text and asked the students with their pairs to make a descriptive text, for example about their school.
- g. SHARE, after the students make a descriptive text, the teacher asked the pairs to share their result in front of class. And the teacher also gave the questions about the text to the another pairs.

### **3. Advantages and disadvantages of Think-Pair-Share Technique**

#### **a. Advantages of Think-Pair-Share technique**

Nurhadi states some benefits of Think-Pair-Share (TPS) as a technique<sup>47</sup>:

- 1) It provides students time to think to prepare their own information into the discussion with their pair.
- 2) It allows both independent and collaborative learning. The students have their own time to work by themselves and together with their partner(s).
- 3) It gives students opportunities to collaborate the refining definition. While they are in the stage of sharing process, they have opportunities to exchange information with their pair.

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<sup>47</sup> Nurhadi, *Pembelajaran Kontekstual (Cooprative Learning di Ruang-ruang Kelas)*, (Jakarta: Gramedia Widiasarana,2000),p.132

4) It invites equal participation. Each of students will tell the information that she/he has to their pair.

5) It engages students into active learning. This technique can force the students who are passive to be active because in pairing and sharing step, each of them should join and invite their friends to discuss.

6) It invites students to share their understanding in both kinesthetic and visual modes. While the student is explaining in sharing step, they usually use body language and face-to-face interaction to send their information to their friends.

Concerning those benefits, teachers can reach the goal of teaching reading because students can really understand the content of the text. Each of students also has the same opportunity to share their ideas with their friends.

#### **b. Disadvantages of Think-Pair-Share technique**

The disadvantages of Think-Pair-Share are:

1. Think-Pair-Share needs of the skills and abilities of teachers.
2. Preparing teaching materials each meeting with an appropriate level of difficulty as the extent of student thinking.
3. Change the study habits of the students listening to a lecture way thinking is replaced by learning to solve problems as a group, because it is own.<sup>48</sup>
4. This technique spends much time when the process does not run well.

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<sup>48</sup>Nurhadi, *Ibid*, 2000, p.132

5. While sharing stage, the teacher cannot fully monitor each pair because there are not any specific rules about how long they will speak. It means that the discussion may be dominated by certain students. In order to avoid this problem, teacher should work hard to monitor the process of discussion.
6. The information received by the students is limited to what their friends know.

Based on the explanation, the researcher concluded Think-Pair-Share learning technique provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

### **7. Concept of teaching Reading Comprehension on Descriptive text using Think-Pair-Share technique**

According to Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.<sup>49</sup> It means that descriptive text is a kind of text that describes particular person, place, or thing to give information about the subject to the reader.

In teaching reading comprehension on descriptive text using think-pair-share, students will read a descriptive text. Before reading, the teacher will ask to the

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<sup>49</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia:Macmillan Education Australia Pty Ltd, 1998), p.26

students some questions based on the text, after the students read the text, the teacher ask them to think the information on the text. After that, the teacher will make a pairs that consist two students. the teacher ask them to make a descriptive text for example about their school. The students with their pair work together .finally, after the students and their pairs work together to make a descriptive text about their school. The teacher ask some pairs to share their result in front of class. After the pairs share their result, the teacher will give some question to the another pair. Students can also ask to the teacher if they found the difficulty word, meaning, or other. It will be continuously.

## **H. Concept of Demonstration Technique**

### **1. Definition Demonstration technique**

Demonstration technique is the technique in which both the teacher and students got the opportunity to put their views and ideas<sup>50</sup>. Through such opportunities, students feel a sense of belonging with the teaching process. This technique creates such kind of atmosphere in the classroom where students got ample opportunities to get developed. Demonstration technique is complicated by the fact that educators use many different terms when referring to the general concept, and the terms may or may not be used synonymously from place to place.

### **2. Procedure of Demonstration technique**

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<sup>50</sup> Barton Morgan, *Method in Adult Education* (Danville: The Interstate Publisher, 1976),p.153

According to Barton, there are the procedures of Demonstration technique<sup>51</sup>:

- a. In the first step, necessary planning is made out. All the preparations are done which are required for demonstration of the subject.
- b. In the second step, teacher introduces the lesson to the students. It is it, they cannot be prepared to understand it.
- c. After introducing the lesson, teacher then take all the steps by which subject matter can be presented properly and effectively.
- d. In the fourth step, teacher performs the experiment in front of students. after that, the teacher giving the chance to the students to read the text.
- e. In Demonstration lesson, chalk board is a very useful aid. This apparatus is used for writing important results and principles in summarized form.

### **3. Advantages and Disadvantages of Demonstration technique**

#### **a. Advantages of Demonstration Technique**

1. It helps in involving various sense to make learning permanent
2. Though, teacher behavior is autocratic, he invites the cooperation of pupils in teaching learning process
3. It develops interest in the learners and motivates them for their active participation
4. It helps in achieving psychomotor objectives
5. Any simple or complex sill becomes easy to understand

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<sup>51</sup> Ibid,154

### **b. Disadvantages of Demonstration Technique**

1. It is waste of time to repeat the matter already presenting books.
2. If the teacher very fast, the students cannot easy to take notes
3. Only the attention of the learners is invited towards the activity demonstrated.  
They are not free to discuss about it.
4. Classroom management can become a problem.
5. There is no cooperative and interaction between the teacher and students in the process.

### **4. Teaching Reading Comprehension on Descriptive text using Demonstration technique**

Descriptive text is one the text that describes about particular subject about person, place, things. Demonstration is one of the technique that can be implemented in teaching reading comprehension. It can help students to develop their skill in reading.

The teacher choose some of descriptive text, teacher will explain about the text. The teacher give the students chance to read the text, after the students read the text, the teacher ask the students to explain what that they get after read the text. After that, the teacher and the students read the same text at the several times until the students are able to read the text independently.

#### **I. Frame of Thinking**

Reading is an important aspect in life because someone cannot know anything without reading. Nowadays, many junior high school students are not able to understand reading text.

To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find difficulties in comprehending text because their lack of vocabulary. To solve this problem the teacher should use the suitable technique in teaching reading and learning process.

Think-pair-share technique which is part of cooperative learning is an effective technique in influence students' respons and individual thinking also encourage problems solving ability with other students. think time gives the opportunity for the students think individually in finding the answer or the solution of the problems. Through the second phase, that is pairing , Think-pair-share enable student to cooperate with their pairs to deal with the problem and also train them to be more willing to suggest idea before the class. In sharing phase, it is useful to create the peer-feedback because what one pair thinks and discussed always differs with what other pairs think. Whereas, the disadvantages may be appeared in the class can be solved by the teachers' control.

Concerning with the previous explanation, the writer assumed that Think-Pair-Share technique can help the teacher in teaching learning process by mastering and understanding. The writerhas assumption that Think-Pair-Share is suitable for teaching reading comprehension because the students will understand the content of

text easily, therefore the researcher assumes that the more effective the uses of Think-Pair-Share in teaching reading for students' reading comprehension.

## J. The Hypothesis

Based on the formulation of the problem the writer proposed the following hypotheses:

$H_0$  = There is no significant influence of Using Think-Pair-Share towards Students' reading comprehension in descriptive text at the seventh grade of SMPN 2 Terbanggi Besar in the academic year of 2017/2018

$H_a$  = There is significant influence of Using Think-Pair-Share towards Students' reading comprehension in descriptive text at the seventh grade of SMPN 2 Terbanggi Besar in the academic year of 2017/2018

## CHAPTER III RESEARCH METHODOLOGY

### A. Research design

In this research, the writer used quantitative research. According to Ary, experimental designs the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable<sup>52</sup>. It means that experimental design is a research design that is used to find the influence of one variable to another.

The writer used quasi experimental research design. Quasi experimental design is a research design that includes assignments, but not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment<sup>53</sup>. It means that we do not have the opportunity for random assignment of students to special groups in different conditions, because it would disrupt the classroom learning.

In this research, the writer selected two classes, first class as a control class and the second class an experimental class. The researcher used pre-test and post-test group design.

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<sup>52</sup>Donal Ary, *introduction to Research in Educations*, (8<sup>th</sup> edition), (Belmont: Wardworth CengageLearning,2002),p. 301

<sup>53</sup>John W Creswell, *Education research planning and conducting Quantitative and Qualitative Research*, ( Boston: Pearson, 2012), p.309

The writer design can be presented in table2:

**Table 2**  
**Pre and post test design**

Select Control Class	Pretest	No Treatment	Posttest
Select Experimental Class	Pretest	Treatment by Think-pair-share technique	Posttest

Based on Table 2, the writer selected two classes randomly. One class as a control class and last one as experimental class. Then, the students were given pre test to know their reading comprehension in descriptive text before treatment. After that, the writer applied a treatment in each class, Demonstration technique in control class and Think-Pair-Share technique in Experimental class. After treatment, the students were given a post-test to know whether any influence in students' reading comprehension.

### **B. Variable of Research**

A variable is a characteristic or attribute of an individual or an organization that a writer can measure or observe and varies among individuals or organization study. There are two variables in this research namely : independent variable and dependent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect<sup>54</sup>.

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<sup>54</sup>Jack R, Fraenkel and Norman R. Wallen, *How to design and Evaluate Research in Education*, ( New York: McGraw-Hill,2008),p.42

In this research there are two variables, they are:

1. Independent variable is Think-Pair-Share (X)

Independent variable is the major variable which investigated. It is variable that is selected, manipulated and measure in the research. So, independent variable of this research was think-pair-share because the writer used think-pair-share in teaching reading comprehension

2. Dependent variabel is the students' reading comprehension in descriptive text(Y)

Dependent variable is a variable which observe and measure to determine the effect of the independent variable. So, dependent variable of this research was students' reading comprehension in descriptive text because the writer wants to know the infleunce of using think-pair-share toward students' reading comprehension in Descriptive text.

### C. The Operational Definition of Variable

The operational definition of variable was used to describe the variables which would use in this research to avoid misconception of variables presented in this research.. The operational definitions of the variable were follows:

#### 1. Think-Pair-Share technique

Think-Pair-Share is one of some cooperative learning technique, which involves the students opportunity to discuss their idea and provides a means for them to see other problem solving.

## 2. Students' Reading Comprehension in Descriptive Text

Students' reading comprehension in descriptive text is the students' ability to comprehend and understand reading material (person, animal and things) that give information to the readers, by answering the question related to main idea, expression/idiom/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for a specifically stated detail), excluding facts not written, supporting idea and vocabulary in context.

### D. The population, Sample, and Sampling Technique

#### 1. Population

According to Ary, *et.al.*, the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.<sup>55</sup> It means that the population is the group of interest to the writer, the group to which she or he will like the result of the study be generalized.

As the result, the population of this research was all of students at the second semester of the seventh grade of SMPN 2 Terbanggi Besar Central Lampung, which total number of population is 156 students, which consist of 5 classes. It can be seen on the Table 3 :

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<sup>55</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (Eight Edition), *Introduction to Research in Education*, (Belmonth: Wadsworth, 2006), p. 301

**Table 3**  
**The number of students of the seventh grade of SMPN 2 Terbanggi Besar**  
**in 2017/2018 academic year**

No	Class	Gender		Total
		Male	Female	
1	VII A	11	20	31
2	VII B	13	19	32
3	VII C	15	16	31
4	VII D	21	10	31
5	VII E	16	15	31
<b>TOTAL</b>		<b>76</b>	<b>80</b>	<b>156</b>

*Source: SMPN 2 Terbanggi Besar*

## 2. Sample

Sample is part of amount and characteristic which have by population.<sup>56</sup> It means that sample is a little of population. According to Fraenkel, a sample is any part of a population of individuals from whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>57</sup> It can be concluded that sample is a part of population. The sample of this research was two classes of second semester at the seventh grade, one class as the experimental class while the other one as the control class.

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<sup>56</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta), p. 118.

<sup>57</sup>Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies, Inc, 2009), p. 105

### 3. Sampling technique

In this research, the writer used cluster random sampling technique in choosing the sample. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual. The steps in determining the experimental and control class are as follows:

1. First, the writer made a kind of lottery
2. Second, the writer provided 5 pieces of small paper in which each piece had the name of each then the writer rolled up them up and put them into a glass
3. Third, the writer shook the glass and took a piece of the paper
4. Next, the first paper as an experimental class and the second as a control class.

### E. Data Collecting Technique

In collecting the data, the writer used try-out test to determine the test for pre-test and post-test, pre-test and post-test to know the students' reading comprehension on descriptive text for experimental class and control class. Pre-test was given before treatment. It were done by reading comprehension the descriptive text based on the provided topics. The writer gave pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment. In pre-test the students were asked to answer reading comprehension test in

form multiple choice questions about descriptive text based on the provided topics that consist of 22 items.

The post-test were done after the students in the experimental and the control class have been given the treatment. It was done to know the students' reading comprehension on descriptive text after they were taught by using think-pair-share. In the post-test the students also were asked to answer reading comprehension test in form of multiple choice questions about descriptive text based on the provided topics that consist of 22 total item.

#### **F. Instrument of the Research**

In this research, the writer used the test as the instrument to collecting data. The form of the test was multiple choices with 4 options. The test was used to know students' reading skill in descriptive text.

Based on the Brown's theory, especially reading, there are some criteria commonly used in measuring students' reading comprehension, among them are: main idea (topic), expression / idiom / phrases in content, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary in context.<sup>58</sup> The researcher prepared the instrument in the form of multiple choices questions. The blueprint of reading comprehension test for tryout test, pre-test and post-test can be seen in Table 4 and 5

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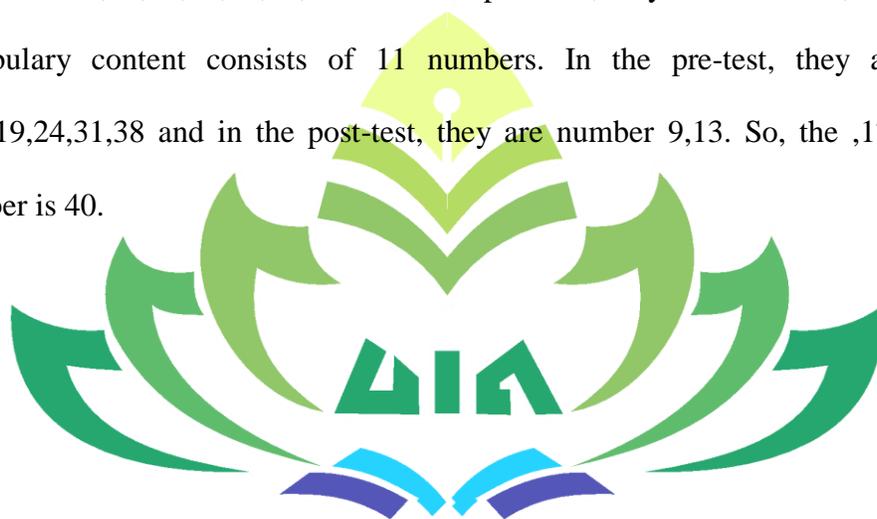
<sup>58</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (SanFrancisco: Longman, 2004), p. 206

**Table 4**  
**The Test Specifications for Pretest and Posttest**

No	Aspects	Indicator	Items Number		Number Of Items	
			Pretest	Posttest	Pretest	Posttest
1	Main idea (Topic)	Students determine the main idea of the passage.	1,8,22,30	2,11,19,22,26,37	4	6
2	Expression/Idiom/ Phrase In context	Students can find an expression/idiom/Phrase in the passage.	4,17,27	4,7,38,39	3	4
3	Inference (Implied detail)	Students can find what is inference in the passage.	5,21,32,39	3,10,15,33,36	4	5
4	Grammatical features( reference)	Students can find grammatical feature in the passage.	6,11,20,28,29,36,37	6,12,18,21	7	5
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	12,26,40	8,23,25,27,28,31	3	6
6	Excluding facts not written	Students can find unstated in passage.	2,9,13,16,23,33	5,14,24,29,32,34	6	6
7	Supporting idea(s)	Students can find supporting idea to support the main idea.	3,10,15,18,25,34,35	1,16,20,35	7	4
8	Vocabulary in context.	Students know means each word.	7,14,19,24,31,38	9,13,17,30,40	6	5
<b>Total</b>					40	40

Based on the Table 4, the main idea in pre-test and post-test before validity consists of 10 numbers. In the pre-test, they are number 1,8,22,30 and in the post-test, they are number 2,11,19,22,26,37. The expression/idiom/phrase consists of 7 numbers. In the pre-test, they are number 4,17,27 and in the post-test, they are

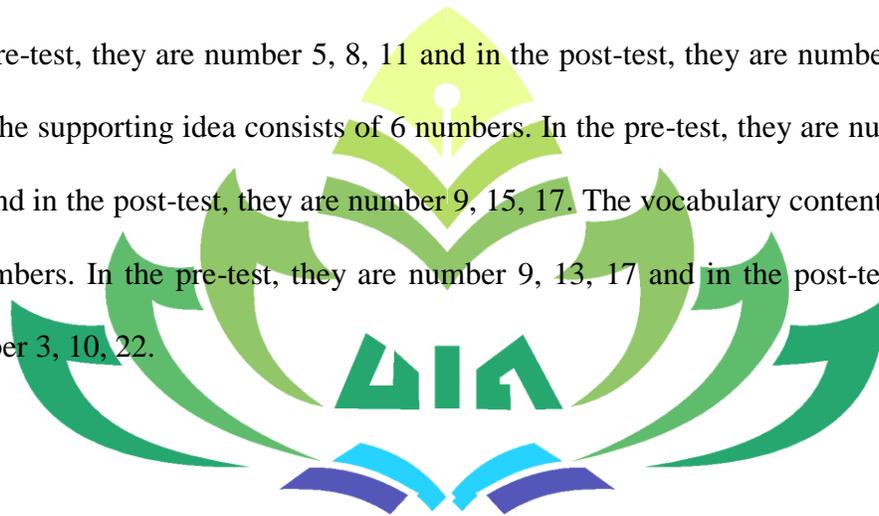
number 4,7,38,39. The inference consists of 9 numbers. In the pre-test, they are 5,21,32,39 and in the post-test, they are number 3,10,15,33,36. The grammatical feature consists of 11 numbers. In the pre-test, they are number 11,20,28,29,36,37, and in the post-test, they are number 6,12,18,21. The detail consists of 9 numbers. In the pre-test, they are number 12,26,40 and in the post-test, they are number 8,23,25,27,28,31. The excluding fact not written consists of 12 numbers. In the pre-test, they are number 2,9,13,16,23,33 and in the post-test, they are number 15,14,24,29,32,34. The supporting idea consists of 11 numbers. In the pre-test, they are number 3,10,15,18,25,34,35 and in the post-test, they are number 1,16,20,35. The vocabulary content consists of 11 numbers. In the pre-test, they are number 7,14,19,24,31,38 and in the post-test, they are number 9,13. So, the ,17,30,40total number is 40.



**Table 5**  
**The Test Specification For Pretest and Posttest after Validity Test**

No	Aspect	Indicator	Item Number					
			Pre-test			Post-test		
			Even	Odd	Total	Even	Odd	Total
1	Main Idea (topic)	Students determine the main idea of the passage.	-	1	1	20	5, 13	3
2	Expression/Idiom/Phrase In context	Students can find an expression/idiom/Phrase in the passage.	2	19	2	-	21	1
3	Inference (implied detail)	Students can find what is inference in the passage.	18	3,18,21	4	4, 8	1	3
4	Grammatical feature	Students can find grammatical feature in the passage.	4, 14, 20	7	4	6	11	2
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	16, 22	-	2	2, 12, 16	-	3
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	8	5, 11	3	14, 18	7, 9	4
7	Supporting idea	Students can find supporting idea to support the main idea.	6, 10, 12	-	3	-	9, 15, 17	3
8	Vocabulary content	Students know means each word.	-	9, 13, 17	3	10, 22	3	3
<b>Total</b>			11	11	22	11	11	22

Based on the Table 5, the main idea in pre-test and post-test after validity consists of 4 numbers. In the pre-test, they are number 1 and in the post-test, they are number 5, 13, 20. The expression/idiom/phrase consists of 3 numbers. In the pre-test, they are number 2 and 19 and in the post-test, they are number 21. The inference consists of 7 numbers. In the pre-test, they are 3, 15, 18, 21 and in the post-test, they are number 1, 4, 8. The grammatical feature consists of 6 numbers. In the pre-test, they are number 4, 7, 14, 20 and in the post-test, they are number 6 and 11. The detail consists of 5 numbers. In the pre-test, they are number 16 and 22 and in the post-test, they are number 2, 12, 16. The excluding fact not written consists of 7 numbers. In the pre-test, they are number 5, 8, 11 and in the post-test, they are number 7, 14, 18, 19. The supporting idea consists of 6 numbers. In the pre-test, they are number 6, 10, 12 and in the post-test, they are number 9, 15, 17. The vocabulary content consists of 6 numbers. In the pre-test, they are number 9, 13, 17 and in the post-test, they are number 3, 10, 22.



## G. Research Procedure

There were three steps in the research procedure, they are :

### 1. Planning

#### a) Determining the Subject

The writer determined the subject. In this case the writer chose the seventh grade of SMPN 2 Terbanggi Besar Central Lampung as the subjects of the research, VII B as an experimental class and VII D as a control class.

#### b) Determining the instruments of the research

The writer determined the instruments that were taught to students, the instrument was a test of descriptive text. The students got the same instrument for both classes in the same topic.

#### c) Trying out the test

Try out was conducted to identify how accurate and effective the test before it was used to collect the data of research and used to identify whether the test could be administrated or not.

#### d) Conducting pre-test

The writer prepared pre-test that was given to the students. The pre-test was given on the questions that were selected after validity.

#### e) Determining the material to be taught

The writer gave the treatment in three meetings. In the treatment, the writer as the teacher taught the students by using Think-Pair-Share. The students

were given explanation about think-pair-share, the main ideas of think-pair-share, and how to read and comprehend the text. The students also were given the explanation about descriptive text and topic of descriptive text. After that, the students read the text, students could read the text and answer the question based on the text. In the control class, the writer taught the students by using Demonstration technique.

f) Preparing the post-test

The post-test conducted after the treatment. By giving the post-test, the writer knew the students improve their reading comprehension or not. The test was multiple choice with 4 options a, b, c, and d. The total number of the test items was 22 items.

## 2. Application

After planning, the writer tried to apply the research. There steps were as follows:

a) In the first step, the writer gave try out test

This test was multiple choice that consist of 40 items with 4 options a, b, c or d. The test was distributed in class seventh that different from the experimental and the control class.

- b) In the first meeting, the writer gave pre-test

The writer gave pre-test to the experimental and the control class. The test was multiple choices with 4 options a, b, c or d. The total number of the test was 22 items.

- c) In the second, third, and fourth meeting the writer gave the treatment

After gave the pre-test to the students, the writer conducted the treatment by using Think-pair-share technique in the experimental class and using Demonstration technique in the control class.

- d) In the last meeting, the writer gave post-test

The writer gave post-test. The test was multiple choices with 4 options a, b, c or d. The total number of the test was 22 questions.

### **3. Reporting**

The last step that should be done in the research procedure is reporting. There we re as follows:

- a) Analyzed the data that were ready obtained from try-out
- b) Analyzed the data that were ready obtained from pre-test and post-test
- c) Made a report of findings

## H. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the writer used Arikunto's formula<sup>59</sup>. The ideal highest score is 100.

The score of pretest and posttest are calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

S : The score of the test.

r: The total of the right answer.

n : The total items.

## I. Validity

The validity is the most important consideration in developing and evaluating measuring instruments.<sup>60</sup> It means that a good test must have validity, so the test can be measured based on the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

### 1. Content Validity

To get the content validity, the test adapted with the student's book and the objective of teaching in the school based curriculum for the seventh grade of SMPN 2 Terbanggi Besar Central Lampung. The test was suited with the material was taught

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<sup>59</sup>SuharsimiArikunto, *Procedure penelitian suatu pendekatan praktek*(RinekaCipta, Yogyakarta, 1993), p.130

<sup>60</sup>Donald Ary et. al, *Op.Cit*, p.225

to the students. It can be seen in the syllabus. In standard competence 3.10 mentioned “analyzing social function, generic structure of text, and grammatical feature on descriptive text about person, animal and things. Based on the statement, the writer arranged materials based on the objectives of teaching in the school based on the syllabus for the seventh grade students of SMPN 2 Terbanggi Besar Central Lampung.

## 2. Construct Validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.<sup>61</sup> Construct validity refers to assumption, showing the measurement used contains correct operational definition which is based on the theoretical concept. In other words, construct validity is just like a concept.

Construct validity focuses on the kind of the test that is used to measure the students' reading ability. In this research, the writer administrated a reading test, the scoring covers eight aspects of reading that are adapted from Brown, and they are, Main idea (Topic), Expression/idiom/phrase in the context, Inference (Implied detail), Grammatical Feature, Detail (Scanning for a specifically stated detail), Excluding fact not written (Unstated details), Supporting Idea, Vocabulary in context. To make sure, the writer consulted the instrument of the test (pre-test and post-test) to the English teacher of SMPN 2 Terbanggi Besar Central Lampung as a validator, for determining whether the test has obtained construct validity or not.

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<sup>61</sup>*Ibid.*

The writer validated the test instrument to the English teacher at SMPN 2 Terbanggi Besar, Mrs. Dini Oktiana at Sunday, January 7<sup>th</sup> 2018. Based on the form validation all of items of the test instrument was valid. It means that the test instrument was suitable with the criteria on reading comprehension. From the form validation that the instruction of the test was clear and the time allocation was enough. Number 1,8,22,30 in table specification tryout for pre-test was suitable to main idea. Number 4,17,27 in table specification tryout for pre-test was suitable to expression/idiom/phrase in context. Number 5,21,32,39 in table specification tryout for pre-test was suitable to inference (implied detail). Number 6,11,20,28,29,36,37 in table specification tryout for pre-test was suitable to grammatical feature. Number 12,26,40 in table specification tryout for pre-test was suitable to detail. Number 2,9,13,16,23,33 in table specification tryout for pre-test was suitable to excluding fact not written. Number 3,10,15,18,25,34,35 in table specification tryout for pre-test was suitable to supporting idea. And the last, number 7,14,19,24,31,38 in table specification tryout for pre-test was suitable to vocabulary content.

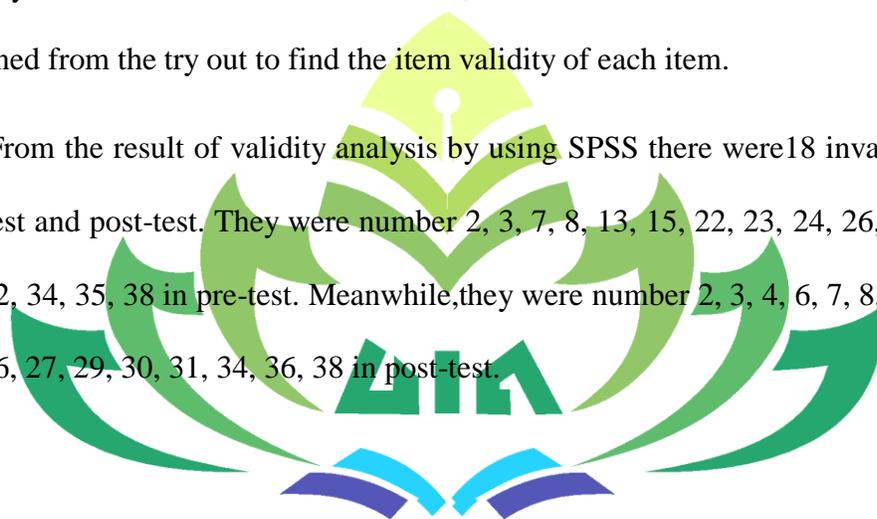
Based on table spesification for Post-test. Number 2,11,19,22,26,37 in table specification tryout for post-test was suitable to main idea. Number 4,7,38,39 in table specification tryout for post-test was suitable to expression/idiom/phrase in context. Number 3,10,15,33,36 in table specification tryout for post-test was suitable to inference (implied detail). Number 6,12,18,21 in table specification tryout for post-test was suitable to grammatical feature. Number 8,23,25,27,28,31 in table specification tryout for post-test was suitable to detail. Number 5,14,24,29,32,34 in

table specification tryout for post-test was suitable to excluding fact not written. Number 1,16,20,35 in table specification tryout for post-test was suitable to supporting idea. And the last, number 9,13,17,30,40 in table specification tryout for post-test was suitable to vocabulary content

### **3. Item Validity**

Item validity is the extent to which an individual item measures what it supports to measure. The writer gave some question to know valid or not the questions that were given to the students. The item validity used to measure the validity of the test items. In this research, the writer used SPSS to calculate the data obtained from the try out to find the item validity of each item.

From the result of validity analysis by using SPSS there were 18 invalid items of pre-test and post-test. They were number 2, 3, 7, 8, 13, 15, 22, 23, 24, 26, 27, 29, 30, 31, 32, 34, 35, 38 in pre-test. Meanwhile, they were number 2, 3, 4, 6, 7, 8, 13, 19, 21, 23, 26, 27, 29, 30, 31, 34, 36, 38 in post-test.



## J. Reliability

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>62</sup> Besides having high validity, a good test must have high reliability too. The writer used Cronbach Alpha to reliability of test.

The criteria of reliability test are :

0.91 – 1.00 =Very high reliability

0.71 – 0.90 =High reliability

0.41 – 0.70 = Medium reliability

0.21 – 0.40 =Low reliability

0.0 – ≤ 0.20 =Very Low reliability.

Based on the result of Cronbach's Alpha test on pre-test was 0.565 it means that the reliability of pre-test was medium reliability and the result of reliability statistics of post-test was 0.705. it means that the reliability post-test items was medium reliability.

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<sup>62</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*,(New York: MvGraw-Hill, 2009), p. 154

## **K. Data Analysis**

After collecting the data, the researcher would analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

### **1. Fulfilment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including statistics. Parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher would do some test such as normality test and homogeneity test.

#### **a. Normality Test**

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research the researcher would use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are :

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In the research, the researcher would use statistical computation by using SPSS (*Statistical Package for the Social Sciences*).

The hypotheses for the homogeneity test are :

$H_a$  = The variance of the data is not homogeneous

$H_0$  = The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypotheses test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

## 2. Hypothetical Test

This test was used to determine whether the data fulfill the criteria of the quality of variance. If the fulfilment of the assumptions normally test and homogeneity test are fulfilled, the researcher would use independent sample t-test. After the resercher know that the data is normal and homogeneous. The researcher would use SPSS (*Statistical Package for the social sciences*) to poces the data in normally test, homogeneity test and T-test:

The hypotheses are:

H<sub>a</sub>: There is a significant influence of using Think-Pair-Share technique towards students' reading comprehension on Descriptive text at the second semester of seventh grade of SMPN 2 Terbanggi Besar in 2017/2018 Academic Year.

H<sub>0</sub>: There is no significant influence of using Think-Pair-Share technique towards students' reading comprehension on Descriptive text at the second semester of seventh grade of SMPN 2 Terbanggi Besarin 2017/2018 Academic Year.

While the criteria of the test are:

H<sub>0</sub> is accepted if  $\text{sig} > \alpha = 0.05$

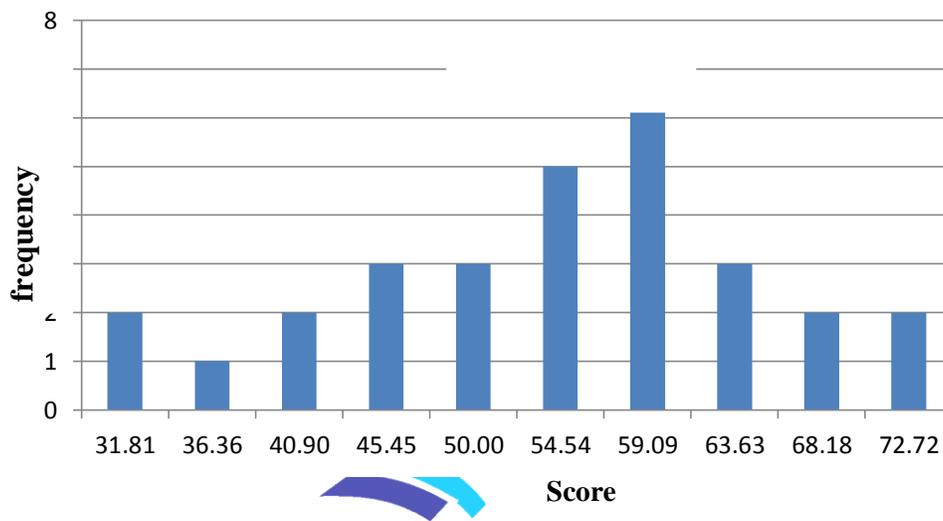
H<sub>a</sub> is accepted if  $\text{sig} < \alpha = 0.05$

## CHAPTER IV RESULT AND THE DISCUSSION

### A. Result of the Research

#### 1. Result of Pre-test in the Experimental Class

The writer conducted pre-test in experimental class on January 11<sup>th</sup>, 2018 in order to know students' reading comprehension on descriptive text before the treatment. The scores of the students' reading comprehension on descriptive text that were tested in pre-test can be seen in Figure 1 :



**Figure 1**  
**Score of Pre-test in the Experimental Class**

Based on the Figure 1, there were two students who got score 31.81. only one student who got score 36.36. there were two students who got score 40.90, there were three students who got score 45.45, there were three students who got score 50, there were five students who got score 54.54, there were seven students who got score

59.09, there were three students who got score 63.63, there were two students who got score 68.18, there were two students who got score 72.72. For the statistics of the result of pre-test in experimental class (VII B) , it can be seen on Table 6:

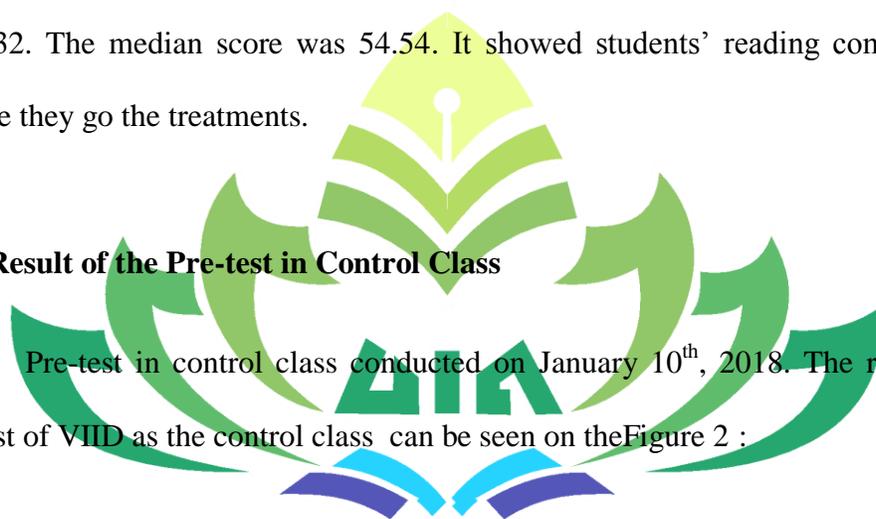
**Table 6**  
**Statistics of the Result of the Pretest of VII B**

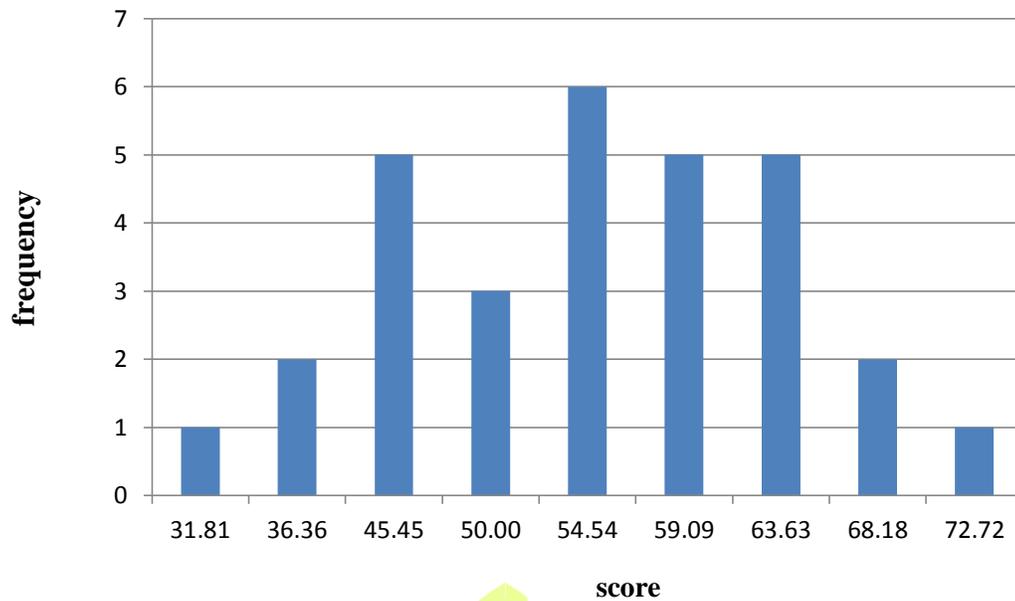
<b>Statistics</b>	<b>Score</b>
Mean	54.22
Minimum	32
Maximum	73
Median	54.54

Based on Table 5, it showed that the mean of pretest score in VII B as the experimental class was 54.22. The maximum score was 73 and the minimum score was 32. The median score was 54.54. It showed students' reading comprehension before they go the treatments.

## **2. Result of the Pre-test in Control Class**

Pre-test in control class conducted on January 10<sup>th</sup>, 2018. The result of the pretest of VIID as the control class can be seen on the Figure 2 :





**Figure 2**  
**Result of Pre-test in Control Class**

From Figure 2, it can be seen that only one student who got score 31.81, there were two students who got score 36.36, there were five students who got 45.45, there were three students who got score 50.00, there were six students who got score 54.54.09, there were five students who got score 59.09 and there were five students who got score 63.63. and there were two students who got score 68.18. and the only one students who got 72.72. For the statistics of the result of pre-test in control class (VII D) , it can be seen on Table 7:

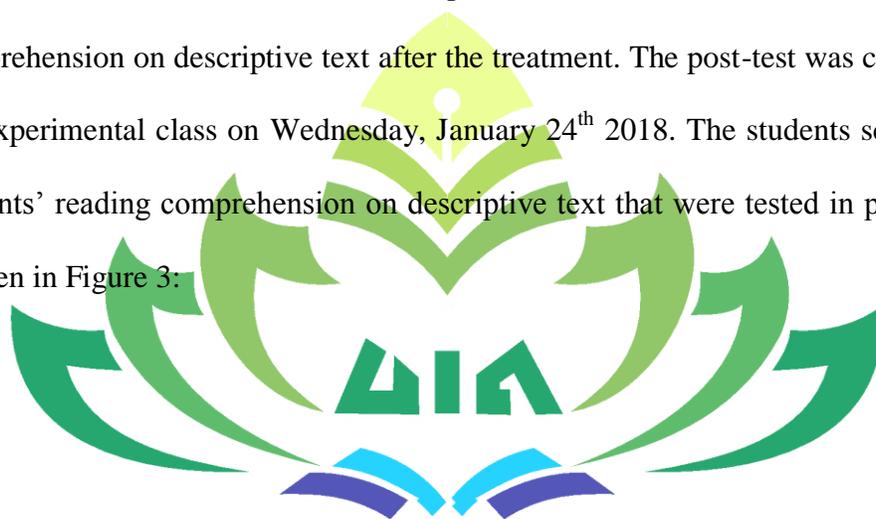
**Table 7**  
**Statistics of the Result of the Pretest of VII D**

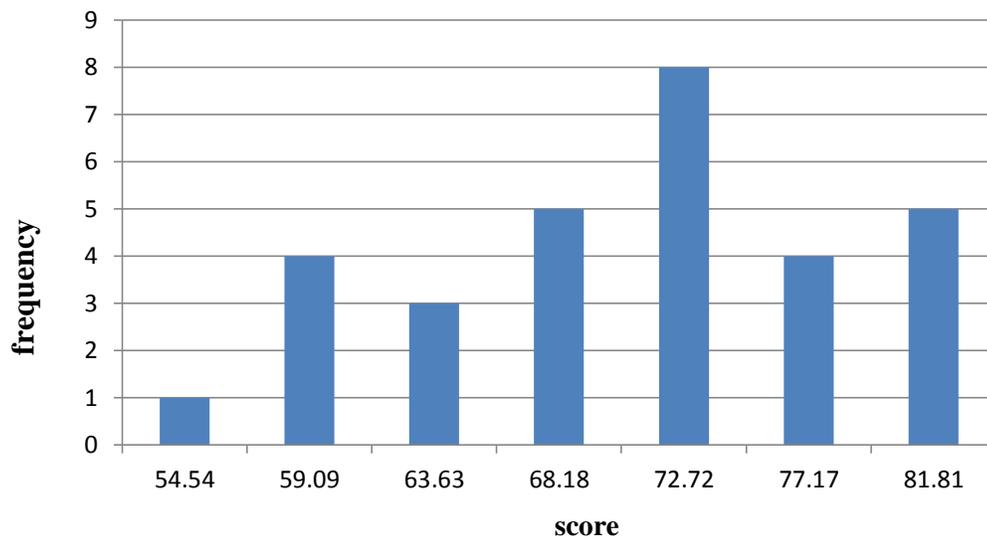
<b>Statistics</b>	<b>Score</b>
Mean	54.39
Minimum	32
Maximum	73
Median	54.54

Based on Table 6, it showed that the mean of pretest score in VII D as the control class was 54.39. The maximum score was 73 and the minimum score was 32. The median score was 54.54.

### **3. Result of the Post-test in Experimental Class**

The researcher also conducted post-test order to know students' reading comprehension on descriptive text after the treatment. The post-test was conducted in the experimental class on Wednesday, January 24<sup>th</sup> 2018. The students scores of the students' reading comprehension on descriptive text that were tested in post-test can be seen in Figure 3:





**Figure 3**  
**The result of Post-test in Experimental Class**

Based on Figure 3, it can be concluded that only one student who got score 54.54, there were four students who got score 59.09, there were three students who got score 63.63, there were five students who got score 68.18, there were eight students who got score 72.72, there were four students who got score 77.27, and there were five students who got score 81.81. The statistics of the result of posttest of, it can be seen on Table 8:

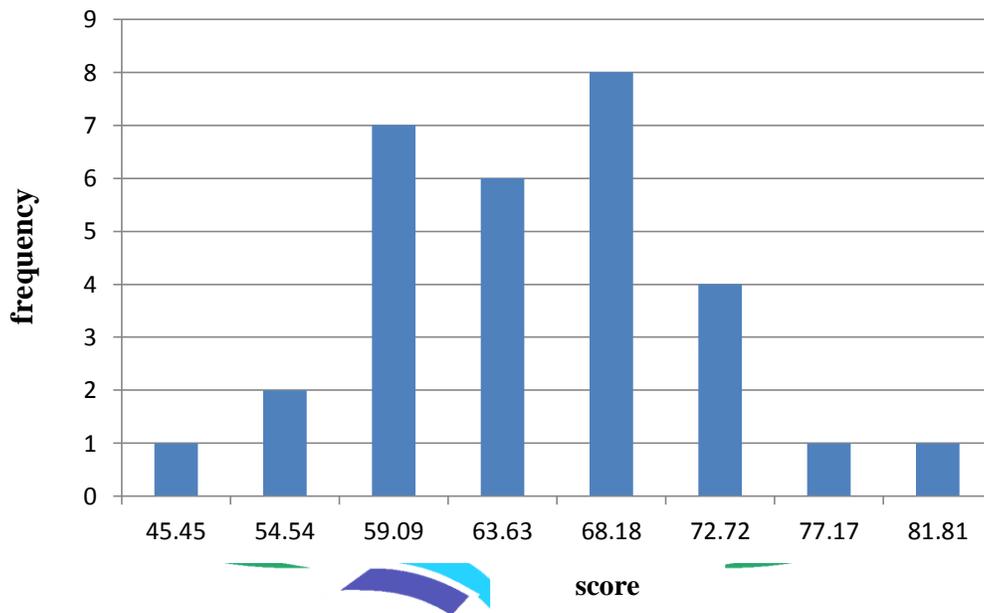
**Table 8**  
**Statistics of the Result of the Post-test of VII B**

Statistics	Score
Mean	70.75
Minimum	55
Maximum	82
Median	72.72

Based on Table 7, it showed that the mean of post test score in VII B as the experimental class was 70.75. The maximum score was 82 and the minimum score was 55. The median score was 72.72.

#### 4. Result of the Post-test in Control Class

The result of the post-test of VIID as the control class can be seen on the Figure 4:



**Figure 4**  
**The result of post-test in Control Class**

From Figure 4, it can be concluded that there only one students who got score 45.45, there were two students who got score 54.54, there were seven students who got score 59.09, there were six students who got score 63.63, there were seven students who got score 68.18, there were five students who got score 72.72, only one

students who got score 77.27 and only one students who got score 81.81. The statistics of the result of posttest of VII D, it can be seen on Table 9:

**Table 9**  
**Statistics of the Result of the Post test of VII D**

Statistics	Score
Mean	65.00
Minimum	45
Maximum	82
Median	63.63

From Table 8, it can be seen that the mean score was 65.00. The maximum score was 82. The minimum score was 45. The median score was 63.63.

## **B. Result of Data Analysis**

### **1. Fulfillments of the Assumption**

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and homogeneity test.

#### **a. Result of Normality Test**

The writer did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

While the criteria for the normality test are as follows :

$H_0$  is accepted if  $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

**Table 10**  
**The result of Normality Test of Experimental and Control class**

Technique	Shapiro-Wilk		
	Statistic	Df	Sig.
Experimental class	.966	30	.446
Control class	.917	30	.022

Based on the result of normality test, it can be seen that Sig ( $p_{\text{value}}$ ) for experimental class was 0.446 and Sig. ( $p_{\text{value}}$ ) for control class was 0.022 and  $\alpha = 0.05$ . It means that Sig ( $p_{\text{value}}$ )  $> \alpha$  and  $H_0$  is rejected. Because one of the data was not normal, so the writer did not need to do homogeneity test.

## 2. Result of Hypothetical Test

After the writer knew that the data were not normal, the data was analyzed by Man-Whitney U test using SPSS in order to know the significance of the treatment effect. The hypotheses were:

$H_0$  = There is no significant influence of using Think-Pair-Share towards students' reading comprehension on descriptive text at the second semester of the seventh grade at SMPN 2 Terbanggi Besar Central Lampung in academic year of 2017/2018.

$H_a$  = There is a significant influence using Think-Pair-Share towards students' reading comprehension on descriptive text at the second semester of the seventh grade at SMPN 2 Terbanggi Besar Central Lampung in academic year of 2017/2018

While the criteria for acceptance and rejection of the hypotheses were:

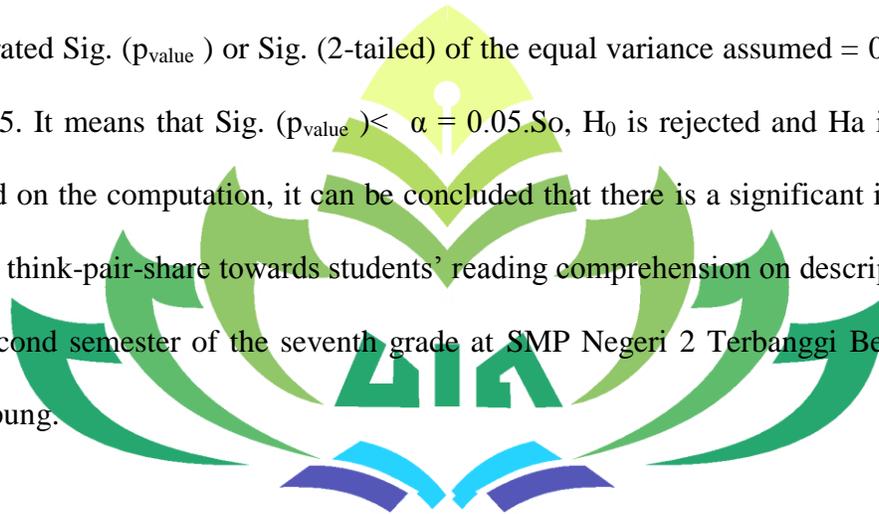
$H_0$  is accepted if  $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

**Table 11**  
**The result of Mann-Whitney U test**

Mann-Whitney U	
Mann-Whitney U	253.500
Z	-2.935
Asymp. Sig. (2-tailed)	.003

Based on the results of Mann-Whitney U test, that the value of significant generated Sig. (p<sub>value</sub>) or Sig. (2-tailed) of the equal variance assumed = 0.003, and  $\alpha = 0.05$ . It means that  $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant influence of using think-pair-share towards students' reading comprehension on descriptive text at thesecond semester of the seventh grade at SMP Negeri 2 Terbanggi Besar Central Lampung.



### C. Discussion.

Reading is a way that is used by the people to get information from a text. Brown states that integrated skill approach to language teaching emphasize the relationship of skill. Reading comprehension will be best developed in association with writing, listening and speaking activity. It means that reading is an important skill in English that can be developed other skills because if their reading skill is good, it will be easier to them to master other skills. Allah also states in surah Thaaha verse 114:

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ  
 وَقُلْ رَبِّ زِدْنِي عِلْمًا

“Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge.” (Thaaha:114)

In section above, Allah command us to read qur'an slowly not hurried. So, we can get an information and knowledge from it (qur'an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, we will be easier to write, listen and speak.

Based on the finding of the research, there is significant influence of using think-pair-share on the students reading comprehension in descriptive text. It showed by conducted three meeting for treatment. The students who were taught think-pair-

share could understand how to read the text well and comprehend the text well, because they have to know means of the text and were active in the class.

From the result, Think-Pair-Share is technique for teaching reading especially on descriptive text to help the students built their reading fluency and their reading comprehension in reading the text. Think-pair-share technique which is part of cooperative learning is an effective technique in influence students' respons and individual thinking also encourage problems solving ability with other students. think time gives the opportunity for the students think individually in finding the answer or the solution of the problems. Through the second phase, that is pairing , Think-pair-share enable student to cooperate with their pairs to deal with the problem and also train them to be more willing to suggest idea before the class. In sharing phase, it is useful to create the peer-feedback because what one pair thinks and discussed always differs with what other pairs think. It supported by Lie, Think-pair-share is defined as a technique which gives the opportunity to the students to work alone and also in group. It will make the students' participation increase. The purpose of this activity is to motivate the students to built their reading comprehension. In this technique the students will explore their knowledge and their ideas to comprehend the text. In this technique, students should be able to answer the questions after they are reading the text.

It was supported by Another research was conducted by Resita Dwiutami on the Influence of Using Think-Pair-Share technique towards students Speaking ability

in the Eighth grade of SMPN 4 Natar Lampung Selatan at the second semester in the academic year of 2014/2015, also showed that the students were positively and significantly improved after they had been taught by think-pair-share technique.

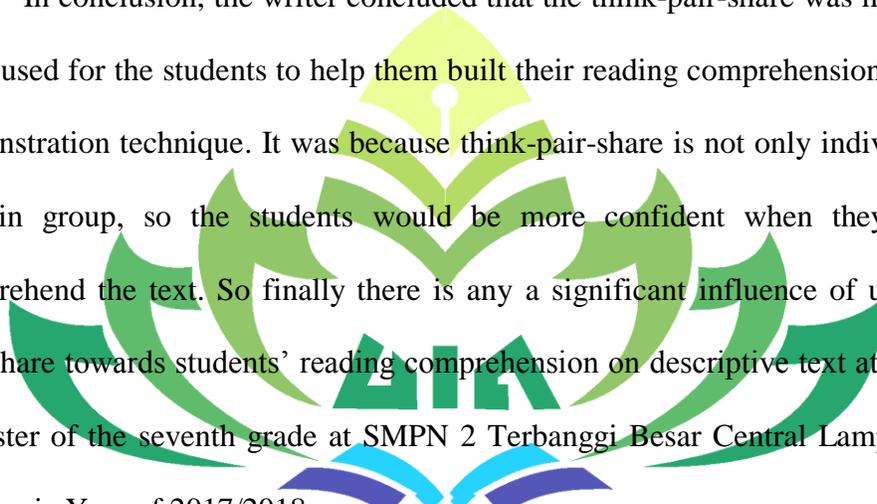
Similar research was conducted by Ratna Sari entitled “ The influence of Using Think-Pair-Share in teaching descriptive writing of tenth grade of SMA Negeri 2 Kabupaten Tangerang 2013/2014 academic year” which showed that the result of the analysis in the research the value is 3.68 and t-table value is 2.00 in degree of significant 5%. It can be concluded that  $t_o$  is higher than  $t_t$  ( $t_o : t_t = 3.6 > 2.00$ ). So, the hypothesis ( $H_a$ ) is accepted because  $t_o > t_t$ , it can be inferred that teaching descriptive writing by using think-pair-share technique gives the positive influence to the tenth grade students' achievement on SMAN 2 Kabupaten Tangerang.

According to the result of data analysis by using SPSS, the result showed that the mean score of post-test between experimental class and control class were slightly different. The score of post-test in experimental class showed mean was 70.75 and the score of post-test in control class showed mean was 65. It means that the students' score has increased after giving the treatment. Next, the writer analyzed the data of normality test score and it showed that the data were not normal.

After looking at the normality test which the data were not normal. The writer tested the data by using Mann Whitney Test. Mann Whitney included nonparametric statistic which was used to test the data with the unnormal distribution data.

Based on the analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments had influence of using think-pair-share towards students' reading comprehension, so alternative hypothesis is accepted. The result of the data analysis showed that think-pair-share technique in teaching reading comprehension can be implemented. The technique encouraged the students to be more active and motivated in learning reading, especially in reading descriptive text. And also it could be used in teaching variety of language.

In conclusion, the writer concluded that the think-pair-share was more helpful to be used for the students to help them built their reading comprehension than using demonstration technique. It was because think-pair-share is not only individually but also in group, so the students would be more confident when they read and comprehend the text. So finally there is any a significant influence of using think-pair-share towards students' reading comprehension on descriptive text at the second semester of the seventh grade at SMPN 2 Terbanggi Besar Central Lampung in the Academic Year of 2017/2018.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the research that was carried out at SMP Negeri 2 Terbanggi Besar Central Lampung in the academic year of 2017/2018, the writer might draw conclusion as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is a significant influence of using Think-Pair-Share technique towards students' reading comprehension on descriptive text at the second semester of the seventh grade of the SMP Negeri 2 Terbanggi Besar Central Lampung in Academic year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Mann Whitney U test table where the Sig. (2-tailed) is 0.003. it is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

### B. Suggestion

In reference to the conclusion above, it is suggested that the teacher of junior high school used think-pair-share technique for teaching English, especially in the teaching reading comprehension. For the future researcher, the result of the study can be used as reference to conduct further study about the effectiveness of using think-pair-share technique.

a. Suggestion for the teacher

1. Using think-pair-share as an alternative technique of the teaching process is a good way to be applied in teaching reading comprehension because it can help students be more confident, motivated and active in learning process.
2. The students are more likely to be shy and afraid to take risks in learning reading comprehension, so the teacher should conduct a study using think-pair-share technique.
3. The teacher should give more chances to the students to be more active that they are able to do those activities by themselves by give the students more text to be read and more exercises.

b. Suggestion for the students

1. The students should learn and be more seriously in learning English in order to develop their Reading Comprehension.
2. The students should practice the pattern they have to learn with their friends or their teachers.

c. For the future researcher

After conducting the result and getting the result, the researcher would like to suggest order researcher to develop this research with the new innovation such as the use Think-Pair-Share technique with different material or order to increase students reading ability. Moreover, hopefully the result of this research can be a reference.

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