

## The Effect Of Using Think-Pair-Share Technique On Reading Comprehension Ability Of Grade Eleven Students Of Sma Negeri 1 Dolok Panribun On Hortatory Exposition Text

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### Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari penggunaan teknik Think-Pair-Share terhadap prestasi membaca pemahaman siswa kelas sebelas di SMA Negeri 1 Dolok Panribuan. Khususnya dalam pemahaman bacaan, banyak siswa yang masih mengalami kesulitan dalam memahami teks bacaan. Dengan demikian, peran guru menjadi penting dalam proses belajar mengajar terutama dalam memilih model pembelajaran yang sesuai untuk memudahkan siswa dalam memahami teks bacaan bahasa Inggris. Salah satu teknik yang dapat digunakan dan diterapkan oleh guru adalah teknik Think-Pair-Share. Teknik Think-Pair-Share merupakan salah satu jenis pembelajaran kooperatif yang terdiri dari tiga langkah; Pikirkan, Pasangkan, dan Bagikan. Dengan demikian, untuk mengetahui ada tidaknya pengaruh yang signifikan penggunaan teknik Think-Pair-Share terhadap prestasi membaca pemahaman; Teknik Think-Pair-Share digunakan sebagai teknik pengajaran dalam pengajaran membaca dalam penelitian ini.

**Kata kunci:** *Pemahaman Membaca, Berpikir, Berpasangan, Berbagi, Siswa Kelas Sebelas*

### Abstract

This research was intended to investigate whether or not there was a significant effect of using Think-Pair-Share technique on the eleven grade students' reading comprehension achievement at SMA Negeri 1 Dolok Panribuan. Especially in reading comprehension, many students still have difficulties in understanding the reading text. Thus, the teacher's roles becomes important in teaching learning process especially in selecting the suitable teaching learning model to make the students easier in comprehending the English reading text. One of the techniques that can be used and applied by the teacher is Think-Pair-Share technique. Think-Pair-Share technique is one of the types of cooperative learning that consist of three steps; Think, Pair and Share. Thus, to know whether or not there was a significant effect of using Think-Pair-Share technique on reading comprehension achievement; Think-Pair-Share technique was used as teaching technique in teaching reading in this research.

**Key Words:** *Reading Comprehension, Think, Pair, Share, Eleventh Students*

## INTRODUCTION

Reading comprehension was the skill of reading written words and then understood a text in order to get the meant of the text to achieve the learnt objectives (Liunokas, 2019). Based on the 2013 curriculum, reading comprehension is one of the skills that must be improved in high school level learning. There were several international languages and one of that language was English (Maulana, 2019). English was one of the international languages, that commonly used by the people in around the world to make communication and share the information. That's why English would not be denied and ignored by the people. With the help of developed technology, English has played a leading role in many sectors included medicine, engineering and the education. In English, there were four skills that must be mastered by learners. They are as: listening, speaking, reading, and writing, but for this study the researcher focused on reading. As the researcher explained above, that reading was one of the skills in English. According to Dianawati (2020) reading was a process which was used by a reader in order to get the purpose of the writer through the written word and According to Apriyanti (2021) argues that reading was process of thinking and reasoning. It meant that reading was one skill which used to improve the ability of students to get more information, that's why English has been taught from elementary to high school. In addition, English also has been taught to kindergarten students, even though they only learn to read and pronounce one word. This shows that this aspect was very basic, where students begin to read words and then arrange them into sentences (Septya, 2019).

Based on the researchers' teaching practice at SMA Negeri 1 Dolok Panribuan, there were some difficulties that experienced by the students in comprehended the text that they have read, such as: students have difficulty in reading comprehension understood of a text, they did not understand the context because they find many unfamiliar words. It meant that after they do the activity read they cannot understand and could tell return the contents of the reading in their own words, they too difficulty in answered the questions given. In this skill Misunderstanding of the text could be seen in answered questions or determine the theme of the reading. The researcher wants to find a teaching technique that can make it easier for students to learn and to read the understood of class XI students at SMA Negeri I Dolok Panribuan, and could increased students' scores in reading comprehension skill. One of the expected learning models could overcome this was cooperative learning. Through cooperative learned students were given the opportunity to be active and interact in their study groups to complete assignments and report the results of assignments in class discussed. One of the teaching techniques Cooperative was a Think-Pair-Share technique.

Language was a verbal communication tool where communication was needed to convey one's intentions and goals. Language was an expression that contains the meant of conveyed something to someone else. Something meant by the speaker could be understood and understood by the listener or interlocutor through spoken language. Language is a tool used to shape the mind and feelings, desired and deeds, a tool used to influence and are influenced. It meant that language could be used to make the communication and it could be an effective way to convey ideas, messages, intentions, feelings and opinions to others (Oktaviani & Rofiqoh, 2021).

The Think-Pair-Share technique was learning techniques that provided opportunities for students to think independently, share and work together in small groups (Huda, 2013). This technique could provided opportunities for students to give and asked for ideas to complete the understood of the content of the text of every student. The Think Pair and Share (TPS) technique was typed of cooperative learning. Students share and discussed with their partner and in their group (Haidir & Salim, 2012). More students' involved in the discussed, the easier it's for students to learn. In this case, the language teaching method would be considered to emphasize the thought knowledge and sharing,

and students would express their willingness through couple interaction with partner and their friends in real situations (Maulana, 2019).

According to Liunokas (2019) think pair share was a learning model where students think independently about the given problem by the teacher then discuss with a partner and share the results of the discussion to friends in class. Similarly, according to Huda (2013) in TPS learning, students were given the opportunity to think alone, discuss, help each other with group friends, and students could share information with friends or other groups. Meanwhile, according to Hamzah & Faisal, (2021), think pair share was a cooperative learning model that suitable for students who were just learning to used the model cooperative learning. Thus, the researcher concluded that the model cooperative learning think pair share typed was a cooperative learning model that prioritizes students to play an active role in learning activities. This research is also supported by a previous research conducted by Karim & Ismiyati (2020) with the title " Increasing Reading Comprehension of the Eleventh grade students through Think-Pair-Share (TPS) technique". This research aims to determine the improvement of students' reading comprehension skill using the Think-Pair-Share (TPS) technique in a research conducted by Karim & Ismiyati (2020) with the title " Improving Students Ability in Reading Comprehension Through Cooperative Learning (Think Pair Share) ".

With this technique, the researcher hoped that the teacher helped and motivate students to be able to open them selves and be able to express their ideas, and could created teaching and learning processed activities that pleasant. With this, the researcher hopes that students could work together and help each other complete their ideas in understood reading texts and being able to understand and understand the content of the text. Based on the description that had been described above, the researcher interested to make one of an effective teaching technique in improved the understood of reading comprehension for the students by used the Think-Pair-Share teaching technique and the researcher would conducted the research with the title "The effect of using Think Pair Share Technique on Reading Comprehension Ability of Grade Eleven Students at SMA Negeri I Dolok Panribuan".

Reading is one of the important skills in English. Students who learn this language need to master good reading skill because through this skill they could enlarge their knowledge and access more information (Sihombing, 2018). Reading is as an activity in which the readers respond to or make sense of a text being read connected to their prior knowledge . It means that reading is a sharing or transferring the writer's experiences or ideas to the readers (Apriyanti, 2021). Putri et al., (2020)defines reading as a set of skills that involved making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading was a process of understanding the meaning of written forms.(Ugwu, 2019) says that "reading was the ability to draw meant from the printed page and interprets this information appropriately."

Reading comprehension as the process of readers interacting and constructing meaning from the text, implementing the used of prior knowledge of English grammar and their decoding skills, developing their reading fluency and extending their ability to comprehend what they read and view from the literal level to the inferential and critical levels (Ageasta & Oktavia, 2018). Comprehension is the process of deriving meant from connected text. It involves word knowledge (vocabulary) as well as think and reasoning. Therefore, comprehension was not a passive process, but an active one. The reader actively engages with the text to construct the meaning (Ariski et al., 2021). This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a researcher used to communicate information, ideas and viewpoints. Recent

studies have focus on how readers use their knowledge and reasoning to understand the texts (Rifa'at, 2019). The term comprehension strategies are sometimes used to refer to the process of reasoning.

Think pair share is a cooperative learning discussion. It is simple technique but very useful which developed by Frank Lyman of the University of Maryland (Hayati et al., 2019). This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner . It challenged the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other (Zuhri, 2017). This task gives them opportunity to collect and organize their thoughts. "Pair" and "Share" components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class (Bunaya, 2019).

## METHOD

This research was conducted by using Quantitative Research with used Quasi Experimental research design. According to Ary et al., (2014), quantitative research was a research that gathers numeric data through controlled procedures and analyses to answer predetermined questions or test hypotheses. Quantitative research was usually applied to investigate social problems based on a theory consisting of variables, numerical measurements, and statistical procedures to determine if predictive generalities are correct.

This study used an experimental design be aware of threats to both internal and external validity and considers these factors in the which consists of a pre-test and post-test to determine the effect of TPS on Reading Comprehension eleventh grade students of SMA Negeri I Dolok Panribuan on Hortatory Exposition. In conducting the experimental research, the sample was divided into two groups: control and experimental group. The experimental group would be taught by using TPS technique.

**Table 1. Research Design**

Group	Pre – Test	Treatment	Post – Test
a. Experimental	X <sub>1</sub>	Y	X <sub>2</sub>
b. Control	X <sub>1</sub>	-	X <sub>2</sub>

Population was a set (collecting) of all elements processed one or more attributes of interest.(Fraenkel et al., 2012), stated that population was the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects. The population of this research was the grade eleven students of SMA Negeri 1 Dolok Panribun. The reason the researcher chose the population from the eleventh grade was because based on the researcher's experience, when doing teaching practice at this school, the researcher found that students had difficulty understood the text when they read the text.

Sample was part of the population (part or the research representative of the population). Ary, et al (2014:682) stated that sample was a group selected from a population for observation in a study. Researcher choses purposive sampling based on the same number of students. The researcher used two classes of eight classes as samples with totaled 260 students. One class was selected as the experimental group and the other class one was as the control group.

An instruments was very useful to collected data require in an experiment. The researcher will use the test as the instrument in this research (Sumekto, 2018). Test was very important to measure

the effectiveness of an instruction and the achievement of learners in education. In conducted the experiment, the researcher concern about Think Pair Share (TPS) teaching technique to comprehend their understood in Hortatory Exposition text to year eleventh at SMA. The researcher would used multiple choices for the pre-test and post-test. The researcher would used the student's reading comprehension test by giving a test with multiple choices consisting of 40 items, where it would consist of 20 for pre-test questions and 20 for post-test questions. The aim was to obtain information about the students' reading comprehension ability. The test was focused on the structure of the text and the language components that refer to vocabulary

The data would be collected by test. The kind of the test was multiple choice questions. The test would be used to compare the students' ability in reading comprehension by giving pre-test and post-test. Based (Hetika et al., 2017)a test was a tool or procedure used to measure the students' language proficiency. It meant that a test was one of the rules that would be useful to knew how far the students have understood the material. The data collection technique used in this research was to give the reading tests to students. The researcher would use the reading comprehension test in collecting data as the main instrument. The procedures for data collection were Pre test, Treatment and PostTest.

## FINDING AND DISCUSSION

The data had been collected by given the test as an instrument. The data came from the students' score of reading in this research. The score obtained simply by counting the total score of the correct answered. In collecting the data, the researcher gave the test at the students' grade eleven of SMA Negeri 1 Dolok Panribuan, and the test was reading comprehension test in multiple choice forms. Then, the researcher analyzed the score of the students by using the formula as stated.

### he Variance and Standard Deviation in Experimental Class

Table 2. Post-Test Experimental class

NO	Students	Score (X)	Mean (X)	Difference (x-X)	Difference Squared (x-X) <sup>2</sup>
1	AS	80	78,16	1,84	3,3856
2	AG	95	78,16	16,84	283,5856
3	AM	65	78,16	-13,16	173,1856
4	BS	85	78,16	6,84	46,7856
5	CA	75	78,16	-3,16	9,9856
6	DMM	80	78,16	1,84	3,3856
7	DKYT	65	78,16	-13,16	173,1856
8	EPS	80	78,16	1,84	3,3856
9	ES	90	78,16	11,84	140,1856
10	ED	75	78,16	-3,16	9,9856
11	ES	65	78,16	-13,16	173,1856
12	FN	80	78,16	1,84	3,3856
13	GS	85	78,16	6,84	46,7856
14	GAS	80	78,16	1,84	3,3856
15	GO	70	78,16	-8,16	66,5856
16	JPAS	80	78,16	1,84	3,3856

17	JH	80	78,16	1,84	3,3856
18	KLT	80	78,16	1,84	3,3856
19	LRS	75	78,16	-3,16	9,9856
20	NS	65	78,16	-13,16	173,1856
21	PAN	70	78,16	-8,16	66,5856
22	RS	85	78,16	6,84	46,7856
23	RAN	75	78,16	-3,16	9,9856
24	RS	80	78,16	1,84	3,3856
25	RAP	85	78,16	6,84	46,7856
26	SA	90	78,16	11,84	140,1856
27	TS	75	78,16	-3,16	9,9856
28	VP	85	78,16	6,84	46,7856
29	WS	70	78,16	-8,16	66,5856
30	ZLT	80	78,16	1,84	3,3856
				$\sum(x-X) = \sum d^2$	1774,168

From the data in Table 4.3, it could be seen that the total square of the post-test time in the experimental class was 1774,168. These points needed to determine the standard deviation of the post-test in the experimental class and compare it with the post-test data from the control class. The following was the standard deviation of post-test in experimental class:

$$Se = \sqrt{(\sum d^2)/(N-1)}$$

$$Se = \sqrt{1774,168/(30-1)}$$

$$Se = 7,82$$

#### The Variance and Standard Deviation Post-Test of Control class

Table 3. Post-Test Control class

NO	Students	Score (X)	Mean (X)	Difference (X-X)	Difference Squared (X-X) <sup>2</sup>
1	AAG	75	69,33	5,67	32,1489
2	ACS	70	69,33	0,67	0,4489
3	AS	70	69,33	0,67	0,4489
4	AM	65	69,33	-4,33	18,7489
5	CRS	60	69,33	-9,33	87,0489
6	DS	60	69,33	-9,33	87,0489
7	DNS	65	69,33	-4,33	18,7489
8	EMN	65	69,33	-4,33	18,7489
9	FS	75	69,33	5,67	32,1489
10	GS	75	69,33	5,67	32,1489
11	ICS	65	69,33	-4,33	18,7489
12	JMN	75	69,33	5,67	32,1489
13	JM	75	69,33	5,67	32,1489
14	JS	65	69,33	-4,33	18,7489
15	KM	75	69,33	-5,67	32,1489
16	MJS	60	69,33	-9,33	87,0489

17	NNIS	70	69,33	0,67	0,4489
18	NVT	75	69,33	5,67	32,1489
19	NS	85	69,33	15,67	245,5489
20	OTM	70	69,33	0,67	0,4489
21	OTS	65	69,33	-4,33	18,7489
22	OYPM	60	69,33	-9,33	87,0489
23	PRS	65	69,33	-4,33	18,7489
24	RS	65	69,33	-4,33	18,7489
25	RIS	70	69,33	0,67	0,4489
26	SS	70	69,33	0,67	0,4489
27	TACS	75	69,33	5,67	32,1489
28	WAN	80	69,33	10,67	113,8489
29	YKS	75	69,33	5,67	32,1489
30	YP	60	69,33	-9,33	87,0489
$\sum(x-X) = \sum d^2$					1233,973

From the data above, it be seen that the total squared of the post-test in the control class was 1233,973. These points needed to determine the standard deviation of the post-test in the control class and compare it with the post-test data from the experimental class. The following was the standard deviation of post-test in control class

$$S_c = \sqrt{(\sum d^2)/(N-1)}$$

$$S_c = \sqrt{1233,973/(30-1)}$$

$$S_c = 6,5$$

#### Standard Error Of The Difference Of Mean

Standard error of the difference of mean:

$$SE(X_e - X_c) = \sqrt{(S_e/\sqrt{n_1})^2 + (S_c/\sqrt{n_1})^2}$$

$$SE(X_e - X_c) = \sqrt{(7,82/\sqrt{30})^2 + (6,52/\sqrt{30})^2}$$

$$SE(X_e - X_c) = \sqrt{(61,15/\sqrt{30}) + (42,51/\sqrt{30})}$$

$$SE(X_e - X_c) = \sqrt{103,66/5,47}$$

$$SE(X_e - X_c) = 4,35$$

Finding out T-test

$$t_{test} = (X_e - X_c)/(SE(X_e - X_c))$$

$$t_{test} = (78,16 - 69,33)/4,35$$

$$t_{test} = 8,83/4,35$$

$$t_{test} = 2,02$$

Finding out the degree of freedom (df) as follow:

$$Df = (N_e + N_c)$$

$$df = (30+30) - 2$$

$$df = 60 - 2$$

$$df = 58$$

T-table at a 5% level of significance was 1.671 based on the formula of the hypothesis which was designed before; the null hypothesis was rejected if the t- test was higher than the t-table referring to this, so the hypothesis constructed as followed:

t-test > t-table of 5%,  $2,02 > 1.671$ . As the score of the t-test (2,02) was higher than the t-table (1.671) at the level significance of 5% for a two-tailed test, so the null hypothesis was rejected ( $H_0$ ) and the alternative hypothesis ( $H_a$ ) was accepted.

Based on the results of data analysis, it found that there was a significant effect of Think Pair Share technique on reading comprehension ability of grade eleven student's at SMA N 1 Dolok Panribuan on hortatory exposition text, the difference or improvement of students as a whole be seen from the average pre-test and post-test scores

1. The average test score in the experimental class between the 52, 66 and 78, 16
2. The average score in the control class between the 50, 16 and 69, 33 pre- and post-tests.
3. A rise in the range value seen in the experimental class 25, 5
4. The range value obtained in the control class has improved by 18, 56
5. The post-test experimental class has 1774,168 squares of respondents.
6. The post-test control class has 1233,973 squares of respondents.
7. The experimental post-test class's standard deviation was 7, 82.
8. The post-test control class's standard deviation was. 6, 52
9. The 4, 35 standard deviation in the experimental and control classes.
10. The t-table at a level of significance of 5% for a two-tailed test was 1,671 and the degree of freedom (df) was 58.

## **FINDING AND DISCUSSION**

The Researcher found a substantial difference in students of SMA N 1 Dolok Panribuan after conducted research there. The use of Think-Pair-Share was able significantly improve the students' reading ability in Hortatory Exposition text. The researcher conducted pre-test and post-test to ascertain the effect of think pair share. However, because the time for thinking, pairing, and sharing (learning process) was not in accordance with the number of hours of lessons, the researcher has limited time when used TPS. Therefore, the learning process can be accelerated.

In addition, researcher found the weaknesses and strengths of using think pair share as a learning technique, the weakness of researcher in applying think pair share was that there was a possibility that students who have a low understood of the topic (question) gave tend to cheat on other pairs. To anticipate the weakness was to gave time limit for students to did it. The advantages of researcher when implementing TPS were active students in class, the atmosphere of teaching and learning activities that arouse students' interest in participating in the learning processed from beginning to end, and good communication and interaction. In this research, the researcher used two classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group and this group received treatment by using Think-Pair-Share and the other one as the control group received a different treatment or without Think-Pair-Share.

To know the effect of Think-Pair-Share, the researcher gave the student a pre-test and post-test. The test was multiple choices by 20 questions. The researcher used the level of reading comprehension: Level Literal & Interpretive Reading Comprehension which contained finding main ideas which were not directly stated, finding cause and effect, determining referents of pronouns, determining referents of adverbs, inferring omitted words, detecting moods, detecting author's purpose in writing, drawing conclusion, main ideas which directly stated, vocabulary, sequence, sentence and paragraph meant. From the analysis of the data, the researcher found that the mean of pretest in experimental group was 52, 66 and the mean of post-test in experimental group was 78,47 , and the mean of pre-test in control group was 50,16 and the mean of post-test in control group was



69,33. Then, T-observed was higher than T-table ( $2,02 > 1.661$ ) at the level of significant was 5% with  $df = 94$  ( $N_e + N_c - 2 = 30 + 30 - 2 = 58$ ), it meant that there was effect of Think Pair Share Teaching Method to the reading comprehension of grade eleven students of SMA N 1 Dolok Panribuan on Hortatory Exposition Text.

After applying Think-Pair-Share teaching method in experimental class and Direct Method in control class, researcher had found that Think-Pair-Share helped every students showed their different opinion no matter it was wrong or correct because there was time to share and teacher acted to cover every answered and made it easy to understand. Different with Direct Method in control class, only some student who could show their understood. Even though like that, researcher recognized that there were still lacks of this method. Because of large class, when every pair did their discussion, the class was becoming very noisy and very difficult for the teacher to control the class with only three meetings. It meant, every next researcher was suggested to improve this method by added length of research to get more satisfying results in improving reading comprehension.

This result is was relevant by a previous research conducted by (Marnina et al., 2020) with the title " The Use of Think Pair Share Strategy in Reading Comprehension". This research aims to determine the improvement of students' reading skills in reading using the Think Pair Share Strategy as a tool and research conducted by Hamzah & Faisal (2021) with the title " Improving Students Ability in Reading Comprehension Through Cooperative Learning (Think Pair Share) ". In this research it can be concluded that in modern times it is very unfortunate if we do not take advantage of increasingly sophisticated technology.

## CONCLUSION

The researcher concluded that the application Think Pair Share as a learning technique has a significant effect on the ability to read the hortatory exposition text of eleventh graders. In addition, the use of Think Pair Share makes it easier for students to understand learning materials, made students more active in class, and created an atmosphere of learning activities that stimulate student interest. According to the analysis results, at the 5% significance level, the value of T-test  $>$  T-table ( $2.02 > 1.671$ ) led to the conclusion that T-test was greater than T-table. It also shows that ( $H_0$ ) was rejected and ( $H_a$ ) was accepted..

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