

ABSTRACT

Rizani, Khumairoh, Zahrotul. 2017. *The The Effect of Using TPS (Think-Pair-Share) In Teaching Reading Comprehension at Second Grade of Senior High School at YPI Darussalam Cerme.* A thesis, English Language Education Department, Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisors (1) Slamet Asari, M.Pd. (2) Ulfatul Ma'rifah, M.Pd.

Key words: TPS (Think-Pair-Share), Reading Comprehension

This research aimed to investigate the effect of TPS (Think-Pair-Share) technique in teaching reading comprehension. This research was conducted to the second grade of senior high school at YPI Darussalam Cerme. from May 18th, 2016 to June 3th, 2016. The researcher took two classes as the sample that consisted of A class and B class, and Every class consisted of 38 students. In conducting this research, the researcher applied quasi experimental design and used pre-test, treatment and post-test to experimental and control group. Afterwards, the researcher collected the data like as giving pre-test to two groups at the beginning, giving the treatment to two groups in learning activities and giving post-test to two groups at the end.

The result of the t test showed that the probability or the significant value was 0.00. While t table value for the respondent is 0.05. The t test is lower than the level of significant ($0.00 < 0.05$). The result of this research showed that there is a significant difference between the students who were taught using TPS (Think-Pair-Share) technique and the students who were not taught using TPS (Think-Pair-Share) technique in teaching reading comprehension of Short function text (pamphlet) and hortatory exposition text. From the result of this research aside, it could be concluded that there is a significant effect between the use of TPS (Think-Pair-Share) technique and without the use of TPS (Think-Pair-Share) technique in the students' achievement in reading comprehension.