

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading

2.1.1 Definition of Reading

Reading skills one of four English language skills that must be mastered in order to be able to communicate in English very well. Patel & Jain (2008:113)) states that reading is the most activity in language class. Reading is not only a root of information and pleasant activity but also as a means of consolidating and expanding one's knowledge of the language. Reading also the routine activities carried out at any time, to obtain information of the text.

Reading is not just to get information but have to go through an understanding of the content in the text or the intention and the aim to the author. Reading cannot be divided from comprehension because the goal of reading activity is to understand what has been read (Astiyandha, 2012:111).

Grabe & Stoller (2002: 9) state that reading is the competence to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information from the text are important. It implies that students have to learn a considerable amount of information of the text.

By learning reading, they are able to learn more about language component like grammar and vocabulary, which are absolutely needed to master in learning language. It shows that if the students' reading skill is poor, they also will be less in reaching their ability in mastering other English skills. Purposes of

reading are getting general information from the text, getting specific information from the text and for pleasure or for interest.

Some students feel that reading is boring, the boredom can lead the students to have low motivation in doing the activity. Therefore, teachers should give more attention to make reading comprehension activities more fun and optimally understandable. Generally, during silent reading, students do not have chance to do something which helps them reach comprehension faster.

By inserting the interesting activities before, during reading, and after reading, the boredom maybe prevented. Besides, students can get the clues in order to evaluate whether messages they caught are true or false. By doing so, students will be more ready and confident to answer the questions after reading. Generally, there are many students have difficulties in reading comprehension.

For example, they have problems to comprehend the text and getting the main idea of the text, students also have known how to pronounce the word, but it occurred without understanding the meaning. Most of students have tried to comprehend the text by reading it many times but they unsuccessful because they did not know and understand what the meaning. So, the students could not find good impressions from the text they read and they did not know and understand what they read for.

Reading is an activity that the readers use sense of combination from some symbols and a lot of letters becomes words and sentences to some paragraphs and production a text. Readers transfer those words in their brain and manage those words and symbols so that readers can get new information from a text.

Broughton (2003:90) states that reading is essentially an intellectual skill; this is

the ability to correlate the black marks on the paper by way of the formal elements of language, they can say the words as sound, with meanings which those words symbolize.

Reading skill it was pointed out that reading involves correlating elements of language with meaning. The most familiar of all elements of language are „words“ and it must be quiet clear that part of what is involved in understanding a text is understanding the meanings of individual words in that text.

2.2 The Importance of Reading

Reading means to understand the meaning of printed words, written symbols. Reading is an active process which consists of confension and comprehension skill. Reading is an necessary activity in our life with which one can update his/her information and knowledge. Reading skill is an significant tool for academic success. Patel & Jain (2008:113) states that reading is the most activity in language class.

Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. It can help them to improve their knowledge and give them additional skill for their careers in the future. The teacher can use reading as media to teach vocabulary, grammar, punctuation, the way to construct sentence, paragraphs etc.

2.3 Component of Reading

In reading, there are a lot of component of reading; however because researcher focus on reading comprehension so that there are two component of

reading which to be discussed here, they are vocabulary and grammar. Both of them are discussed as following:

2.4.1 Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may anguish, although creating a „good grammar rule is extremely difficult. Linguists investigating native-speaker speech (and writing) have, over the years, designed various different systems to describe how the language works (Harmer, 2001: 12). Dykes et al. (2007:5) state that using grammar from the time we can speak understandable sentences, because grammar deal with „the abstract system of rules in terms of which a person?s mastery of his native language can be explained. „We assume that it all happens naturally and are only confronted with the need to understand and define how English works when learn another language or attempt to teach English to others. The word „gramma? meaning „letter? has come down to us in a path through several languages.

2.4.2 Vocabulary

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary used when we write or speak. Oral vocabulary is the assemblage of words for which we know and understand the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently.

These are important distinctions because the set of words that beginning readers know are mainly oral representations.

2.4 Reading comprehension

2.4.1 Definition of Reading Comprehension

Reading comprehension is the relationship between what the reader read and what the reader know. As stated by Snow (2002: 11) reading comprehension is the relationship between the reader and the text. It mean that the reader reads the text to get understand the contents inside the text.

Similarly, Klinger et al. (2007: 8) describe that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).Furthermore, Lems et al. (2010: 170) state that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.

When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. For simply, reading comprehension is useful for gaining the information from a text and the skill can evaluate the students'' vocabulary and then they also try to interpret the meaning.

Therefore, in this present study the reading comprehension is defined as the process of constructing meaning from the text, which is used one type of reading that is reading for specific information. It is active activity that tries to

identify the idea of the text, the specific information whether it is about detail express or detail implied, and the textual reference.

2.4.2 Definition of Comprehension

Reading comprehension is useful to help the students for gaining the information about the text that they read. Reading also can evaluate students' vocabulary and then they also can interpret the meaning. Therefore, in this present of study the reading comprehension is defined as the process of constructing meaning from the text which is used one type of reading that is reading for specific information. It is an active activity that tries to catch or identify the idea of the text, the specific information whether it is about detail express or detail implied and textual reference.

A good reader is involved in a complicated thinking as she or he reads. Hellman (1981) states that Comprehension complex activity the printed page itself has no meaning it are only the written paper in the meaning from the mind of the reader. Elizabeth et al. (2000:14) states that Comprehension is the process of deriving meaning from connected text.

Recent studies have focus on how readers use their knowledge and reasoning to understand the texts. The term comprehension strategies are sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension and information use.

2.5 Strategy for Teaching Reading Comprehension at Senior Highschool

The International Reading Association's Commission on Adolescent Literacy stated succinctly, "Continual instruction beyond the early grades is

needed” (Moore, Bean, Birdyshaw, & Rycik, 1999, p. 3). Getting readers off to a good start certainly is crucial in the early grades, but ongoing instruction in the later grades is necessary for maintaining and, in many cases, accelerating readers’ growth. Comprehension strategies are vital components of adolescent literacy instruction.

The comprehension strategy instruction in *Edge* was designed with the following principles and practices in mind. Here is a strategy for teaching reading comprehension at senior highschool according to Grelled (1998:4). Offer some strategies in reading comprehension as follows:

1. Scanning

Scanning is quickly going through a text to find a particular piece of information. The reader tries to locate specific information (ex: name,date,etc) and do not follow the linearity of the passage.

2. Skimming

Skimming is quickly running one eye’s over a text to get the gist of it. It is more through activity which requires an overall view of the text and implies a definite reading competence.

3. Intensive reading

Intensive reading is reading shorter texts to extract specific information. This is more accuracy activity involving reading for detail. (Ex: the teacher gives them short functional text such as invitation letter, announcements and advertisements). Readers are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

From the theoris above, it can be concluded that there are three strategies of reading comprehension for senior highschool, such as: scanning, skimming and intensive reading. Scanning is used to find a particular piece of information. Skimming is used to get the gist and see what a content of text is about and Intensive reading is more an accuracy activity involving reading for detail.

2.6 Teaching Reading Comprehension at Second Grade of Senior High School

Learning activities is so influential to the students. Learning activities always require in the classroom management. It is aimed to manage the students' activities while the students are being studied. According to Burden and Byrd (1999:190) state that teacher has an action to keep order in the class referring to the classroom management.

Therefore, teachers' action can manage the classroom. Besides, teachers' action arranges the student's activities in order to run well in learning activities. Referring to the students' learning activities, teacher guides the students learning the subject especially English. Here, the students get difficulty learning English because they still use Indonesia as the native language.

Therefore, teachers have to give more attention for the students of second grade of senior highschool at YPI Darussalam Cerme. So, learning activities can run well when teacher teaches the students appropriate with the KTSP curriculum. KTSP curriculum is still used to teach English in various school especially SMA Darussalam Cerme. Based on KTSP curriculum (2006).

There are some types of short functional text such as (pamphlet, banner, poster) and hortatory exposition text which are taught at XI class. In this research,

the researcher will use short functional text and hortatory exposition text because based on teacher's standard competence in reading for second grade of senior highschool is understand the meaning of short functional text (pamphlet), essay and hortatory exposition text in the context of daily life to use science.

And based competence are responding to the meaning of short functional text (pamphlet), essays and hortatory exposition text are using a variety of oral language accurately, fluently in the context of daily life. Sub competence is responding to the meaning of short functional text (pamphlet), essays and hortatory exposition text are using a variety of oral language accurately, fluently in the context of daily life.

While, the indicators are:

1. Mention the function of the pamphlet text and hortatory exposition text.
2. Find the purpose of the pamphlet text and hortatory exposition text.
3. Identifying the characteristic of the pamphlet text and hortatory exposition text.
4. Guessing the difficult words of the pamphlet text and hortatory exposition text.
5. Find detail information of the pamphlet text and hortatory exposition text.

And the purposes of study are:

1. Students are given a short functional text (pamphlet) and hortatory exposition text. They can mention the function of the pamphlet text and hortatory exposition text correctly.

2. Students are given a short functional text (pamphlet) and hortatory exposition text. They can find the purpose of the pamphlet text and hortatory exposition text correctly.
3. Students are given a short functional text (pamphlet) and hortatory exposition text. They can identify the characteristic of the pamphlet text and hortatory exposition text correctly.
4. Students are given a short functional text (pamphlet) and hortatory exposition text. They can guess the difficult words of the pamphlet text and hortatory exposition text correctly.
5. Students are given a short functional text (pamphlet) and hortatory exposition text. They can find detail information of the pamphlet text and hortatory exposition text correctly.

In teaching reading comprehension, the researcher needs the assessment to evaluate the students' reading achievements. In assessing students' reading comprehension by using think-pair-share, answering questions is the way of applied research. Texts read include some questions, and students were asked to answer the questions based on the text.

Benefits of provide an assessment is to measure whether the think-pair-share is useful or not to students. In general, the assessments used in this study are based on the arrangement of the basic indicators of reading the text. There are four indicators applied in assessing student researchers, the general idea of the text, specific information, textual references and meaning of the word. They will represent indicators of students' ability to comprehend reading text and demonstrate the usefulness of the technique of think-pair-share.

This is an assessment of reading comprehension for senior high school based on ktsp curriculum (2006):

Action

1. Monologue in the form of short functional text in groups or in pairs in front of the class.
2. The accuracy and appropriateness of using text structure and language elements in the text of short functional text.

Observations

Not a formal vote as a text but it's designed to give feedback, objective assessment:

1. Politeness while doing action
2. Behavioral responsibility, caring, cooperation and peaceful in implementing communication.
3. Seriousness of students in the learning process at every step.
4. The accuracy and appropriateness of using strategies in reading.

Portofolio

1. Collection learning progress in the form of notes or recording monologur short funtional text.
2. A collection of student work that supports the process of writing an short functional text form: draft, revision, editing untill the best result to be published.
3. Notes or recordings self-assessment and peer review in the form of comments or other evaluations.

Self-assessment and peer assessment

1. Create: diary, journal, special formatting, comments or other forms of assessment. Students are given training before being led to do it.

2.7 Think Pair and Share

2.7.1 Definition of Think Pair and Share

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. Cooperative learning is the one of most researched teaching models. It is a learning model which did not evolve from one individual's theory or from a single approach to learning.

Arends (2007:351) states that most developers of cooperative learning in heterogeneous group is beneficial for all students with lesser abilities learn more by working alongside those who have higher abilities and that latter benefit from the process of serving as tutors to their less-able peers. Larsen-Freeman (2000:167), also states that in cooperative learning, students often stay together.

The teacher usually assigns them to the groups so that the groups are mixed-males and females, different ethnic, different proficiency levels, etc. This allow students to learn from each other and also gives them practice in how to get along with people different from themselves. Jolliffe (2007:44), states that cooperative learning structures create a situation in which the only way group members can complete the task is if the whole group does.

Think Pair Share is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas share these ideas with another students. Mc Candlish (2012:2) states that Think-Pair-

Share is a cooperative discussion that has 3 parts to the process – student think about a question or an issue, they talk with a partner about their thoughts, then some student’s share their discussion and thinking with the class.

Ledlow (2001:1) states Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple: after asking question, the teacher tells students to think silently about their answer. As a variation, you might have them write their individual answer. Then the teacher asks them to work in pair to compare or discuss their responses. Finally, the teacher calls some of students to give summarize of their discussion and give their answer in front of the class.

2.8 The Procedure of Think-Pair-Share Technique

Here the researcher gives the reader some examples of TPS (Think-Pair-Share) Technique’s procedure so that the reader can choose which one more simple and easy to make you understand because there is differences opinion and explanation between the writer but the main poin the meaning of it is same. So in this TPS (Think-Pair-Share) Technique’s procedure there is three steps. And the reader can read the steps below.

Arends (2009:370-371) states that think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. Suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described.

The teacher now wants students to consider more fully what she has explained. She chooses to use think pair share strategy rather than whole-group

question and answer. Think pair share has some steps should be followed by the teacher such as:

Step 1 : Thinking, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 : Pairing, next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

Step 3 : Sharing, in the final step, the teachers asks the students to share what they have discussed with their partners in the group. But not all students have a chance to share and answer their idea, because of limited time.

2.9 The Advantages of Think-Pair-Share

The application of this strategy in teaching learning process can improve students' interest in reading comprehension. By using Think-Pair-Share technique, researchers will make the students learn more fun, active and not bored.

Nessel & Graham (2007) states that, Think-Pair-Share encompasses each of the above dimensions while providing instructional benefits such as increased time on task, active involvement, and practice of reading skills. By applying Think Pair Share strategy, it will be more effective and interesting. And here the researcher make simple the advantages of Think-Pair-Share Technique so that the reader more easy to understand, they are:

1. Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer.
2. Students are actively engaged in the thinking.
3. More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.
4. Many students find it safer or easier to enter a discussion with their partners rather than with a large group because every group only consist of two until three students.
5. Students and teacher became more understand of the expectation for attention and participation in the classroom discussion.

2.10 Previous Study

In this research, the researcher took some previous studies to support the study, The first previous study was done by Abdul Khalim (2010). With the title The Effectiveness of Cooperative Learning Think Pair Share Type To Improve Students' Understanding on Quantifier. The researcher used true experimental research as the design of the research. Because true experimental research design was kinds of good experiment and there any experiment and control class.

The variable of the research were quantifier, think pair share and teaching quantifier. The population of this study was all the students of the Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010. The sample of the research were class VIII D was experimental class (the students who were taught using think pair share), class VIII E was control class (the students who are not taught using think pair share). And every class consisted of 30 students. He choosed class VIII D and VIII E because both of class had same average value.

The limitation of the study was grammar and The instruments of this study was objective test. To collect the data they were: observation and test. After collecting the data the researcher analyzed it. The first analysis data was taken from the try out value and the second was pre test value and the last was post test value.

The result of the research: The mean of grammar test score of the experimental were 77.667 and the mean of grammar test score of control class (the students who taught without using think pair share) are 68.000. The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 3, 214, while the value of t-table on a = 5% is 2,00 ($3,755 > 2,00$). The hypothesis is accepted. So, It could be conclude that the using think pair share is more effective than without using think pair share method in teaching quantifier.

There were some differences of of the study done by Abdul Khalim and the researcher. The first was about the research design, the study above used true experimental as the design of his study. Whereas, the researcher used quasi experimental as research design. If true experimental gave significant effect in teaching quantifier, so, quasi experimental expected gave significant effect in teaching reading comprehension. The second was about the level of school, he applied his study in the class VIII D and class VIII E of Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010.

While, the researcher applied the study in the class XI A and XI B of SMA YPI Darussalam Cerme in the Academic of Year 2016/2017. The study above only applied TPS (Think-Pair-Share) technique in the level of junior high school and did not include all the school yet. So, the researcher tried to implement

the TPS (Think-Pair-Share) technique in the level of senior high school. The study above used grammar as limitation of his study, while, the researcher used reading comprehension (short functional text and hortatory text) as the limitation of study. Because of Abdul khalim used grammar as material to teach quantifier and did not include all the material in the school yet, so, the researcher used another material to teach, that was reading comprehension (short functional and hortatory text).

We had some differences in doing the research, so, it could be a chance for the researcher to try TPS (Think-Pair-Share) technique in another research design, the level of school, the material and the limitation of study.

The second previous study which was done by Gede Natha Darsana (2014). With the title Improving Reading Comprehension through Think Pair Share of the Tenth Grade Students' of SMK PGRI 4 Denpasar in Academic Year of 2013/2014. The research design of the study was classroom action research. Because supported of the research or previous studies before that almost of them were success to apply TPS (Think-Pair-Share) technique used Classroom action research. So, he wanted to improve reading comprehension of the tenth grade students" of SMK PGRI 4 Denpasar through think, pair, and share technique.

There were three variables of this research, they were: improving, reading comprehension and TPS (Think-Pair-Share). The population of this study was all the students of class X at SMK PGRI 4 Denpasar in Academic Year of 2013/2014 and the sample was class X MM 3 at SMK PGRI 4 Denpasar in Academic Year of 2013/2014, which consists of 38 students. The researcher applied the TPS (Think-Pair-Share) technique in the class X MM 3 at SMK PGRI 4 Denpasar because he saw from the result of the reserach the students of class X MM 3 was low in

reading comprehension. The limitation of study was reading comprehension focused on descriptive text to find the main paragraph of descriptive text and the essence of the descriptive text due to the lesson plan.

The researcher used three kinds of research instrument. They were: lesson plan, achievement test, and questionnaire. To collect the data, the researcher used reading comprehension in objective test which were administered at the end of the sessions, the tests were in the form of achievements test. And the researcher used the formula to analyze the obtain data and it could be drawn as the follows: $M = \frac{\text{Mean } \Sigma X}{N}$ = Sum of score / Sum of individuals.

After collecting and calculating the data, the researcher found that the mean score of the pre-test (57.33), post-test I (69.50) and post-test II (79.67). And the result of this research was classroom action study proved that think pair share technique could improve the reading comprehension of the tenth grade students of SMK PGRI 4 Denpasar in academic year 2013/2014. And it can be conclude that the post-test in the cycle showed there was significant improvement concerning the subjects' ability in reading comprehension.

There were many differences of the study done by Gede Natha Darsana with the researcher. The first was about the research design, the study above was classroom action research while the researcher was experimental research. If classroom action research design gave significant effect in teaching reading comprehension. So, experimental research design expected gave significant effect in teaching reading comprehension too. It could be a chance for the researcher to try the TPS (Think-Pair-Share) technique again with different research design.

The second was about the level of school, Gede Natha Darsana was applied TPS (Think-Pair-Share) technique in the class X at SMK PGRI 4 Denpasar in Academic Year of 2013/2014 while the researcher was applied TPS (Think-Pair-Share) technique in the class XI at SMA YPI Darussalam Cerme in Academic Year of 2016/2017. In the study above just applied the technique in class X at SMK PGRI 4 Denpasar did not include all the level of schools, so, the researcher tried to apply the technique in another level of school that was in the class XI at SMA YPI Darussalam Cerme.

The third was limitation of the study, Gede Natha Darsana was focused on descriptive text to find the main paragraph of descriptive text and the essence of the descriptive text in reading comprehension. Whereas, the researcher was focused on short functional text (pamphlet) and hortatory exposition text in reading comprehension. Because the study above only gave material focused on descriptive text and did not include all the material in the schools yet. So, the researcher tried to applied another material. There were: short functional text (pamphlet) and hortatory exposition text as the material in teaching reading comprehension. The research instrument above were lesson plan, achievement test, and questionnaire.

Whereas the researcher were pre-test, treatment and post test. To collect the data, Gede Natha Darsana used reading comprehension in objective test which were administered at the end of the sessions, the tests were in the form of achievements test. While the researcher took the students' scores from the tests. Here, the researcher collects pre-test and post test scores in collecting the data.

For analyzing the data, Gede Natha Drasana used the formula to analyze the obtain data and it could be drawn as the follows: $M = \frac{\sum X}{N}$ = Mean $\sum X$ = Sum of score N = Sum of individuals. While the researcher analyzed the data used the independent sample t-test in SPSS version 14.0 program. We had many differences in doing the research, so, it could be a chance and appropriate for the researcher to try the TPS (Think-Pair-Share) technique again in the different research design, the level of school, the material, the research instrument, collected the data and analyzed the data.

The third previous study was Al Furqon (2014) with the tittle The effect of Think-Pair-Share model and motivation on students' reading comprehension achievement. The researcher used experimental research as the design of the research. The variable of the research were Think-Pair-Share Model, teacher-centred, motivation, reading comprehension achievement, and eight graders. The population of the study was all the students of eighth grade students of SMP Negeri 1 Gelumbang in Academic Year of 2013/2014.

The sample of the research were four classes divided into two groups as control group and experimental group which consisted of 20 students each group. The limitation of the study was narrative text and the researcher used 2 kinds of research instrument they were: pre-test and post-test. The researcher used reading comprehension test along with questionnaire from Teacher Ratings of Student Motivation to Read (TRSM) were used to collect the data. And for analyzing the data the researcher used SPSS.

After collecting and calculating the data, the researcher found that the mean score from the statistics calculation measuring significant difference in

reading comprehension achievement between the students who were taught by using think-pair-share model and those who were taught by using teacher centered method was 0.000. So, It meant that the p-value was lower than the mean significant difference at the 0.05 level. Finally, the result of his study was there any significant difference in reading comprehension achievement between the students who were taught by using Think-Pair-Share model and those who were taught by using Teacher-Centred method.

There were some differences of the study which was done by Al furqon with the researcher, so, it gave a chance for the researcher to try the TPS (Think-Pair-Share) technique again. The first was about the level of school, the study above was applied the TPS (Think-Pair-Share) technique in the SMP Negeri 1 Gelumbang in Academic Year of 2013/2014. While the researcher applied TPS (Think-Pair-Share) technique in the SMA YPI Darussalam Cerme in Academic Year of 2016/2017. Because of the study above only applied the TPS (Think-Pair-Share) technique in the SMP Negeri 1 Gelumbang and did not conclude all the level of school. So, the researcher had a chance and appropriated to try the technique in another level of school that was SMA YPI Darussalam Cerme.

The sample of the research above were four classes divided into two groups as control group and experimental group which consisted of 20 students each group. While the researcher took sample of two classes divided into two group as control and experimental group which consisted of 38 students each group. And the limitation of the study above was narrative text.

Whereas the researcher used short functional text (pamphlet) and hortatory exposition text as the material to teach reading comprehension. Because of the

study above only focused on narrative text and did not include all the material in the schools, so, the researcher tried to use another material in teaching reading comprehension, they were short functional text (pamphlet) and hortatory exposition text.

The researcher used reading comprehension test along with questionnaire from Teacher Ratings of Student Motivation to Read (TRSM) were used to collect the data. While the researcher collects pre-test and post test scores in collecting the data. And to analyze the data the study above used SPSS without explained what was the version. While the researcher used the independent sample t-test in SPSS version 14.0 program to analyze the data. The study which was done by Al furqon and the researcher had some differences. So, it could be a chance and appropriate for the researcher to try the TPS (Think-Pair-Share) technique again in the different level of school, the material, collected the data and analyzed the data.

The last previous study which was done by Dinda Fatariq Andika Lubis (2014). With the title Improve students' speaking achievement through Think-Pair-Share technique. The research design was classroom action research. She used class room action research because the previous studies before showing that the used of classroom action research in applying TPS (Think-Pair-Share) technique were success.

There were two variables of this study, they were: speaking and Think-Pair-Share technique. The subject of her study was in the class of eleventh (XI) grade students, XI-IPA 1 SMA Nusantara Lubuk Pakam Academic Year of 2013/2014. She applied TPS (Think-Pair-share) technique in teaching speaking,

she increased speaking skill because the students in the class XI-IPA 1 SMA Nusantara Lubuk Pakam were less in speaking skill and needed to improve.

The instruments to collect the data were quantitative (speaking test) and qualitative data (diary notes and observation sheet). And to analyze the data she used the qualitative data were taken from the interview, questionnaire, diary note and observation sheet while quantitative data were taken from the students' oral test, namely speaking performance and use transactional language. And score were used for analyzing the improvement of the students' speaking achievement in every cycle.

After collecting and calculating the data, she found the mean of the students' score in cycle I was 66.11 and cycle II was 73.27. Based on the data analyzed, there was a significant achievement in cycle I and cycle II. In the speaking test, the students' score kept improving in every test, The result of the research could be concluded that by applying think-pair-share technique in teaching English, especially in speaking was effective to improve the students' speaking achievement.

There were some differences between the study which was done by Dinda Fatariq Andika Lubis and the researcher. The study above was used classroom action research design to apply TPS (Think-Pair-Share) technique in the students of class XI-IPA 1 SMA Nusantara Lubuk Pakam. Whereas, the researcher was used experimental research design to apply TPS (Think-Pair-Share) technique in the students of class XI A and XI B at SMA YPI Darussalam Cerme.

In case, Dinda Fatariq Andika Lubis applied TPS (Think-Pair-Share) technique used classroom action research was effective to improve the students'

speaking achievement. So, the used of experimental research design expected can give significant effect in teaching reading comprehension. The next was about the skill of students, she used TPS (Think-Pair-Share) technique to improve the student's speaking skill or ability.

While the researcher used TPS (Think-Pair-Share) technique to know the effect of the technique in teaching reading comprehension. Because of the study above did not conclude all the skill in English lessons. So, the researcher wanted to try the TPS (Think-Pair-Share) technique in another skill in English lessons by using reading comprehension. The instrument to collect the data of the study above were quantitative (speaking test) and qualitative data (diary notes and observation sheet). While the researcher took the students' scores from the tests. The researcher collects pre-test and post test scores in collecting the data.

For analyzing the data she used the qualitative data were taken from the interview, questionnaire, diary note and observation sheet while quantitative data were taken from the students' oral test, namely speaking performance and use transactional language. While the researcher analyzed the data used the independent sample t-test in SPSS version 14.0 program. The study of Dinda Fatariq Andika Lubis and the researcher had differences in doing the research. So, it could be a chance and appropriate for the researcher to try and applied the (Think-Pair-Share) technique in the different research design, skill or ability, the instrument to collect the data and to analyze the data.

From the result of previous studies above the researcher concluded that the used of TPS (Think-Pair-Share) technique most of them were success and gave significant effect of their studies but the previous studies and the researcher had

many differences such as : the research design, the level of school, the limitation of study, the material, skill or ability, how to collect the data and analyze the data. So, it could be a chance and appropriated for the researcher to try and implement TPS (Think-Pair-Share) technique in different research design, the level of school, the limitation of study, the material, skill or ability, how to collect the data and analyze the data.