The Effect of Using Think Pair Share to Improve Students' Reading Skills

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ABSTRACT

Reading is an active process of getting information and understanding from printed text media. Reading is one of the most important skills in language learning. Reading has challenges for many students; most students find it difficult to understand the topic of the text. Then, students are also passive in class. So, they couldn't answer the question properly. Therefore, the teachers are expected to use a learning model that can overcome the problems in reading. This research aims to find out the effectiveness of Think Pair Share to improve students' reading skills. This study was conducted at tenth grade students of MA Shofa Marwah which consist of 36 students. This research was quantitative research using quasi-experimental design with pre-test and post-test design. The data were collected through test in the form of multiple choice test. The mean score of the students in the experimental group was 88 while the mean score of the students in the control group was 72.19. The T-Test analysis showed that Sig. (2-tailed) was 0.000 which was less than 0.05 and the T-Test was more than T-table (8.514 > 2.04). The result indicated that the use of Think Pair Share was effective toward students' reading achievement.

KEYWORDS
Reading Skills; Think Pair Share; Learning Model

ABSTRAK

Membaca adalah proses aktif untuk mendapatkan informasi dan pemahaman dari teks. Membaca adalah salah satu keterampilan yang paling penting dalam pembelajaran bahasa. Membaca memiliki tantangan bagi banyak siswa; sebagian besar siswa merasa sulit untuk memahami topik teks. Kemudian, siswa juga pasif di dalam kelas. Jadi, mereka tidak bisa menjawab pertanyaan dengan baik. Karena itu, para guru diharapkan menggunakan sebuah model pembelajaran yang dapat mengatasi masalah dalam membaca. Penelitian ini bertujuan untuk mengetahui keefektifan Think Pair Share untuk meningkatkan kemampuan membaca siswa. Penelitian ini dilakukan pada siswa kelas X MA Shofa Marwah yang berjumlah 36 siswa. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain eksperimen semu dengan desain pre-test and post-test. Data yang dikumpulkan melalui tes dalam bentuk tes pilihan ganda. Nilai rata-rata siswa pada kelompok eksperimen adalah 88 sedangkan nilai rata-

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Santi Rosalia[1], Olyvia Revalita Candraloka[2]
J-SHMIC : Journal of English Academic
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rata siswa pada kelompok kontrol adalah 72,19. Analisis T-Test menunjukkan bahwa Sig. (2-tailed) adalah 0,000 yang kurang dari 0,05 dan T-Test lebih dari T-tabel (8.514 > 2.04). Hasil tersebut menunjukkan bahwa penggunaan Think Pair Share efektif terhadap prestasi membaca siswa.

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INTRODUCTION

Language is a special skill that is complex and develops in children spontaneously without conscious effort or formal instruction (Fromkin, et al, 2018). According to Devianty (2017), language is a tool used to form thoughts and feelings, desires, and actions, the means by which they influence and flow. From the explanation above, it can be concluded that language develops in everyone spontaneously and is a tool for expressing thoughts, feelings, desires and actions.

In the concept of language learning, there are four language skills that must be mastered by students, namely oral language skills (speaking and listening) and written language skills (writing and reading). Reading as an active thinking process in identifying the contents of the readers who are involved in an activity that makes conclusions from what they have understood from the reading topic (Novitri, 2021). According to Ningsih et al., (2022) Reading comprehension is an active process, being able to read a lot of different material and being able to understand it. We can get a lot of information and knowledge based on what we need in our life (Larasaty & Sulastri, 2019). So, reading is one of the most important skills in language learning. Reading is a source of information as well as a way to broaden one's knowledge, and to be successful in reading, we must be able to understand what words mean.

Besides that, reading is a window to the world. By reading students get a lot of information, ideas and also know what situations are like in the world (Marnina, 2020). In addition, according to Lestari (2022), reading is important skills because by reading we can find out something we don't know, reading also provides broad insights. Without reading, students cannot expand their knowledge, open windows to the world, access information technology in depth. So, reading has a very important social role in human life, which is used by readers to obtain information messages, which will be conveyed by writers through the medium of words or written language.

Based on observation, reading has challenges for many students in MA Shofa Marwah Sowan Lor, Kedung, Jepara. Reading difficulty is caused because most students have low reading comprehension skills. One of these conditions is influenced by the teacher's teaching method. The learning methods applied are less creative, so that students feel they do not understand the topic of the reading text, and learning feels boring. Teachers actually use Teacher Centered Learning (TCL). Teacher Centered Learning (TCL) is less effective, because students only sit and listen to the teacher's explanation. It makes students become passive, and Students will then have difficulties in obtaining information from any source that mostly uses English. This is evidenced by the average score of students from each class, which are 65. So, the average score of students is still below the standard score, which are 75. This

happens because they do not have a good enough understanding in reading the text. According to Sumekto (2018), most students still get difficulties in reading. Students generally have difficulty connecting ideas after reading a comprehensive section and students are also weak in finding meaning when reading. Furthermore, the problems faced by students can differ from one student to another. Students often experience difficulties in aspects of reading comprehension. That is determining the main idea, finding specific information (scanning), making inferences, and understanding the meaning of words or detailed information which is considered as students' difficulties in understanding the text (Sinaga, 2022).

One of the learning models used to help students' difficulties in reading comprehension is the TPS (Think Pair share). Think Pair Share is a cooperative discussion model developed by Frank Lyman. It gets its name from the three stages of student action with an emphasis on what students should do at each of these stages. It makes students work in collaboration with others, optimizing student participation in learning, and provide opportunities for all students to show their participation in learning (Hasibuan, 2019). According to Utami & Rusdarti (2021), Think Pair Share is a collaborative learning strategy in which students can work together to solve or find a problem and are able to answer questions about reading assignments. Students are taught to think individually about a topic or answer a question and share ideas with classmates (Lestari, 2022). Based on the explanation above, it can be concluded that Think Pair Share is a collaborative learning model that can help students solve problems or questions through ideas from classmates and Think Pair Share can encourage students to be more active in class.

Faced with this, many researchers are interested in conducting research to investigate appropriate methods and strategies to help students have good skills when they read. The first is Maulana (2019) in his research journal entitled "The Effect of Using Think Pair Share on Students' Reading Ability". This study aims to determine the effect of Think Pair Share on students' reading comprehension achievement. This experimental research was conducted in class XI SMA 17 August 1945 Banyuwangi. The results of the analysis calculated using SPSS version 20 obtained a significance value for the learning strategy of 0.04, it can be concluded that sig. value (.04 < .05) or means that Ho is rejected and Hi is accepted. So, there is a difference in students' reading comprehension achievement between students who are taught using TPS and conventional techniques.

The next one is Agussatriana (2020) in his research journal entitled "Developing Students' Reading Comprehension through Think Pair Share Strategy". The aim of this research is to find out whether Think-Pair-Share strategy can develop students' reading comprehension. The researcher applied a quasi-experimental form of pre-test and post-test control group design. The results of data analysis show that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Based on the findings and discussion, the researcher concludes that the Think Pair Share strategy is effective and has a positive effect on students' reading comprehension achievement.

The last is Harfianda and Komariah (2019) in their research journal entitled "Teaching Reading Skill by Using Think Pair Share Model". The purpose of this study was to find out whether Think Pair Share based on cooperative learning improves students' ability in reading comprehension skills or not. This study uses a quantitative experimental design. The population of this study was third grade students of SMA Negeri 6 Banda Aceh. Data was collected using tests and the results were analyzed using statistical formulas. The results

showed that the use of Think Pair Share in learning to read third grade students of SMA 6 Banda Aceh was successful. The results showed that the t-score (5.79) was higher than the t-table (2.021). This shows that experimental class students who were taught using Think Pair Share experienced a better improvement than before being taught using Think Pair Share.

This study has some similarities and differences with previous studies. Previous studies have used the Think Pair Share method in teaching and learning English, especially in teaching reading. Different from the previous research described above, this research has never been conducted in schools that be the object of research by researchers. In addition, the results of this study have novelty related to Think Pair Share research, because this research can provide information about the effectiveness of the Think Pair Share as model in teaching reading narrative text, the students do not bored to study and the students' understanding about how to find the idea in narrative text.

There were several related literature reviews in this study. The first is Reading. Reading is the practice of using text to create meaning. Reading is not only to understand what we read but also to respond what we read. In other words, according to Novitasari & Candraloka (2020), Understanding words and meaning is very necessary for students to express their ideas. Furthermore, reading is an active process of getting information and understanding from printed text by using the eyes and brain to understand what the writer is thinking in reading. We can get a lot of information and knowledge based on what we need in our life (Larasaty & Sulastri, 2019). In addition, Grabe & Stoller (2019) stated that reading is not only a source of information and a fun activity, but as a means of strengthening and expanding one's knowledge of language. Based on the explanation above, reading is a process of getting information by understanding what the words mean.

Besides that, there are some aspects in reading. According to Sinaga (2022), there are four aspects of reading comprehension that students must understand well, namely determining the main idea, finding specific information (scanning), making inferences, and understanding the meaning of words or detailed information.

The next literature review is Think Pair Share. According to Syafii (2018), Think Pair Share is an effective way to create a variety of atmospheres in class discussions. Furthermore, Think Pair Share is a low-risk strategy for actively involving large numbers of students in classes of any size. According to Khoirudin & Supriyanah (2021), there are three steps in Think Pair Share. First is Thinking. It means that students think independently about the questions that have been asked and forming their own ideas. Second is Pair. It means that students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and consider others. The third is Share. It means that each pair of students shares their ideas with a larger group, such as the whole class.

Besides that, according to Tusiana (2018), there are several advantages of TPS techniques in learning, namely TPS does not require a long preparation, TPS makes classes more productive, TPS makes students more confident, and TPS can be applied at all grade levels. Think Pair Share also have some of the weaknesses of Think Pair Share, that is, not all students focus on the topic, and students can imitate other pairs.

Motivated by the elaboration of the background above, this article attempts at figuring out how effective of using Think Pair Share to improve students' reading skills (At tenth grade students of MA Shofa Marwah Sowan Lor Kedung Jepara in the academic year of 2022/2023).

Santi Rosalia[1], Olyvia Revalita Candraloka[2]

METHOD

Participants and Setting

In this study, researcher was conducted experimental research using quasi-experimental design. The researcher used the test as a pre-test and post-test given to students in experimental research. Pre-test and post-test are important assessment tools that help guide and provide evaluations to improve students' skills (Alam, 2019). The population of this research is all students of tenth grade of MA Shofa Marwah Sowan Lor Kedung Jepara. The total number of the students is 36 students, which is divided into two classes: 20 students for X A as the experimental class and 16 students for X B as the control class.

Determination of the sample is using saturated sampling. According to Sugiyono (2019), saturated sampling is a sampling technique using all members of the population. Saturated sampling represents a group of different non-probability sampling techniques. This is a form of non-probability sampling where decisions regarding the population are relatively small. Researcher used all classes as experimental and control groups. The considerations in selecting the sample in this study are: (1) The researcher had discussed with English teacher and he gave recommendation to conduct research in all X classes which are X A and X B due to the understanding level of both class. This is evidenced by the same mean score of the two classes, which are 65. (2) This technique is less expensive and less time consuming because it does not require a list of all population elements. (3) The sample is from class X A and B, where class X A is the experimental class and class X B is the control class. The reason for the researcher to take samples from class X A as the experimental class because this class was prepared to become a scientific class on class XI. While, class X B as the control class because this class was prepared to become a social class. So, this sampling technique is the best choice to achieve the aim of this study which focuses on particular characteristics of the population, and enable to answer research questions.

Instruments

The instrument used in this study is a test. The researcher used a written test to assess students' reading skills in the form multiple choices test. The researcher used multiple choice tests to assess students' cognitive abilities. In addition, multiple choice tests can be used to test factual recall, level of understanding, and ability to apply learning (about analyze and evaluate). So, the researcher gave a test to students consisting of 30 multiple choice questions.

In measuring the instruments, the researcher used validity test to find out the number of items that valid and invalid. In this research, the author used SPSS product moment to analyse the data which N=22 with a significant level of 5% then the r_{table} is 0,432. Try out instrument got 32 numbers of valid items and 8 numbers of invalid items. Then, the researcher used reliability test to try out the instrument which ensures that the instrument can be trusted due to its stability, even if it is used in various times and conditions. The researcher uses SPSS Cronbach Alpha to test the reliability of trying out the instrument. The result got the try-out instrument score is 0,943. It was higher than the r_{table}. It shows that the result is reliable and has strong reliability.

Instructional Procedures

The Data in this research was collected through the following phases. In the first phase, students were given pre-test in the form of multiple choices test. The researcher conducted a pre-test before the experiment to determine student achievement before treatment began. Then,

Santi Rosalia[1], Olyvia Revalita Candraloka[2]

the researcher conducted treatment to improve reading skills. This treatment is in the form of applying Think Pair Share in learning English. The implementation of Think Pair Share goes through several stages. The first is thinking time. It provides an opportunity for students to think individually in finding answers or solving problems. The second is pairing. Think Pair Share allows students to work together with their partners in dealing with problems and also trains them to be more willing to express ideas in front of the class. In the sharing stage, it is very useful to provide peer-feedback because what one partner thinks and discusses is always different from what the other partner thinks. After doing the treatment, the researcher will give the post-test which is same as the pre-test, in order to find out whether the Think Pair Share is effective or not.

Data Analysis

In this study, the researcher wants to find out how effective Think Pair Share in teaching reading. So, the researcher pays attention to the effectiveness of the think-pair-share in teaching reading. The researcher used quantitative to analyse the data. The data was analysed using the Independent T-test. T-test analysis is administered to obtain the data about the significant difference between the two groups, those are experimental and control group, to prove the hypothesis of the research. This study assumes that there is a significant difference in tenth grade students that taught using Think Pair Share. The theoretical framework of this research is as follows:
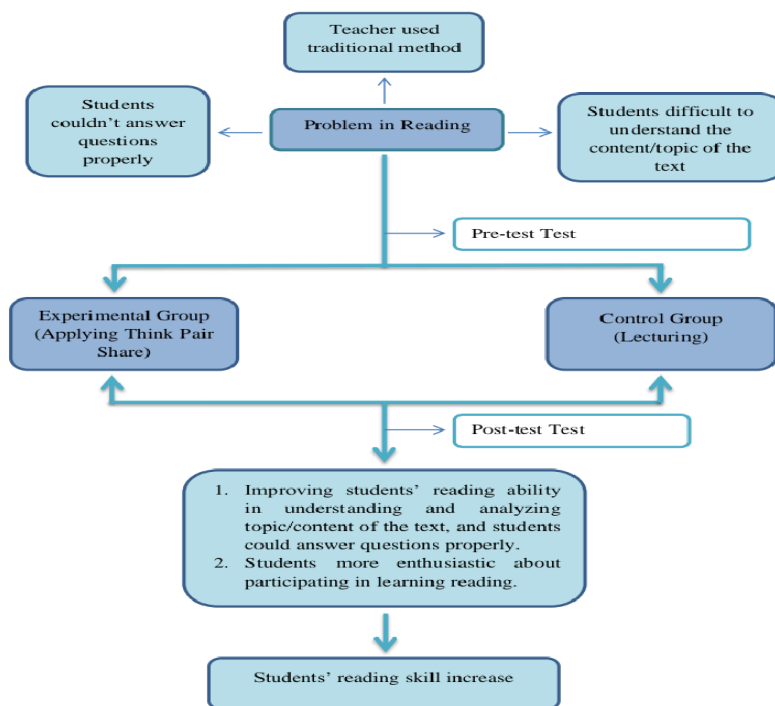

Figure 1: Theoretical Framework.

From the figure 1 above, it explained that in this study used Think Pair Share to improve students' vocabulary mastery. The researcher gave the students about the topic and applied Think Pair Share in experimental group. As the result, the researcher expected that the students' reading skill of an experimental group increase.

Santi Rosalia[1], Olyvia Revalita Candraloka[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

FINDING AND DISCUSSION

In this study, all data was obtained from test results in the form of numbers. The researcher used the analysis of pre-test and post-test scores in analyzing research data. The researcher conducted the pretest with 20 students of XA and 16 students of XB. The researcher focused on students' reading achievement before using Think Pair Share. The purpose of the pre-test was to know the students' ability. Then, the researcher conducted a post-test. The purpose of the post-test was to know the students' improvement of their reading skills after using Think Pair Share.

The highest score of the experimental group is 97 while in the control group is 83. The lowest score in experimental group is 80 while in control group is 63. Then, the mean score in experimental group for the pre-test is 57.45 and for the post-test is 88.00 while the mean score in control group for the pre-test is 51.00 and for the post-test is 72.19. It means that there are different score between experimental group that get the treatment by using Think Pair Share and control group that not get the treatment by using Think Pair Share.

The author used T-test to analyze the probability of the data. In this research, the researcher uses Independent sample T-test in SPSS. The data can be seen as Table 1 follow:

Table 1: T-test.

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Score	Post-Test Experimental	20	88.00	4.377	.979
	Post-Test Control	16	72.19	6.725	1.681

The table showed that there are 36 students of experimental group and control group that involve in this study. The mean score for the experimental group is 88.00 while in the control group is 72.19. The conclusion is there is difference means between students in experimental group and students in control group.

Table 2: Independent Sample Test.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
								Std. Error Differen ce	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference		Lower	Upper
Post-Test Score	Equal variances assumed	3.249	.080	8.514	34	.000	15.813	1.857	12.038	19.587
	Equal variances not assumed			8.128	24.653	.000	15.813	1.945	11.803	19.822

The result of the table 2 showed that Sig. (2-tailed) both in experimental and control group were 0.000 which less than 0.05. The equal variance assumed could be seen that the result of T-Test was 8.514 with df = 34, mean difference was 15.813, difference in standard error was 1.875, the lowest pre-test difference was 12.028 and the highest was 19.587.

In order to determine the significance level of difference, the researcher used t_{table}. At the 5% significance level of the value, the t_{table} in df 34 was 2.04. In the table statistic, the data showed that T-test count was 8.514 which more than t_{table} 2.04 ($t_0 > t_{table}$). It indicated that null hypothesis is rejected and alternative hypothesis is accepted. Based on that calculation, there was significant different between students' score in experimental and control class. It indicated that the implementation of Think Pair Share in learning influenced students' achievement of MA Shofa Marwah in reading narrative text.

Discussion

In this study, the researcher used Think Pair Share learning model as an alternative solution to help students improve their reading skills. Think Pair Share provides a new atmosphere in learning English for students because they have more opportunities to interact with their friends. This learning model increases students' enthusiasm in learning English, especially in reading.

In implementing Think Pair Share, the researcher directed students to go through three stages. First, the researcher asked the students to think individually about the idea. Then, the researcher grouped students into pairs to discuss their ideas. After that, the students will get an outline about their ideas and the researcher asked the students to convey their ideas in front of the class. Before the researcher implemented TPS, the researcher gave pre-test. Then, after treatment, the researcher gave post-test to the students.

Based on the findings, it can be concluded that the students who were taught using Think Pair Share learning model got higher scores than students who were taught using conventional learning model through the lecture method. They got better understanding of the content, analyzing story content, and being able to convey well-earned ideas. It similarly with Karim and Ismiyati (2019) explained that students who were taught using Think Pair Share got a better improvement than before they were taught using Think Pair Share. All aspects of reading increase after the teacher teaches using Think Pair Share, especially aspects of main ideas and detailed information. It means that Think Pair Share was a good learning model to improve students' reading skills.

The effectiveness of learning by using Think Pair Share could be seen from students' behavior in teaching and learning process. Firstly, students in the experimental group were more cooperative in learning than the students in the control group. Cooperative learning emphasizes the interaction between students and instructors in the learning process. Learning activities can run well if students follow the direction of the teacher (Silalahi & Hutauruk, 2020). The students in experimental group were willing to follow instructions to practice or complete the tasks. This made the learning environment more conducive. As a result, teaching and learning process was effective and the material that was given could be maximally accepted by students.

Secondly, most of students in experimental group were active in class, and interested in discussing ideas about narrative texts using the Think Pair Share learning model. It helped them find the outline of the story easily because they could exchange information with other students. The teaching and learning process in the experimental group was more conducive than the teaching and learning process in the control group. This situation helped students learn to read narrative text well.

Finally, after implementing TPS, the learning process was easy to follow and students' understanding of reading increases. The students were able to understand the outline of the

Santi Rosalia[1], Olyvia Revalita Candraloka[2]
J-SHMIC : Journal of English Academic
Vol 10 No 2, August 2023

story and find the main idea. The students were also able to analyze the four stages of narrative text which are orientation, complication, resolution and re-orientation. In addition, students were able to analyze the language features of narrative text which are simple past tense, adverb of time, time conjunction, specific character, action verb, and direct speech.

Furthermore, from the explanations above showed that after the researcher applied the treatment using Think Pair Share, the students got better achievement. Think Pair Share does not require long preparation, Think Pair Share makes class more productive, Think Pair Share makes students more confident, and Think Pair Share can also be applied at all grade levels. Even though Think Pair Share has many advantages, the application of Think Pair Share in this study it also has some weakness, that is, not all students focus on the topic, because they can share anything with their partner outside the topic given. Then, there is a possibility that students can imitate ideas from other pairs.

CONCLUSIONS

The researcher concluded that the implementation of the Think Pair Share learning model was effective on students' reading achievement at tenth grade students of MA Shofa Marwah for the academic year of 2022/2023. The experimental group students were taught using Think Pair Share, while the control group students were taught using the conventional learning model through the lecture method. Both students in the experimental and control groups had the same prior knowledge. This is evidenced by the mean score of the students in the pre-test. The students in the experimental group got 57.45 while students in the control group got 51.00. However, after the students were taught with different learning models, their score were different. The students in the experimental group who were taught using Think Pair Share got better achievement and higher score in reading. Meanwhile, control group students who were taught by conventional learning model did not get significant achievement. The mean post-test score of the students in the experimental group was 88.00 and the mean score in the control group was 72.19.

In addition, the effectiveness of learning using Think Pair Share on students' reading achievement could be seen from the T-Test analysis. It showed that the value of Sig. (2-tailed) is 0.000 or it is less than 0.05. Besides that, analysis of T-test was more than T-table (8.514 > 2.04). It can be concluded that the students were taught using Think Pair Share got better understanding in reading narrative text. They can understand the contents of the story, analyze the story, and organize and convey the ideas they get. Using the Think Pair Share learning model helped students understand the material easily. Students became more active and the class became conducive because discussions with other friends can attract students' attention. As a result, the students became better at reading narrative text.

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