

**USING THINK-PAIR-SHARE (TPS) STRATEGY IN TEACHING READING
COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI
44 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

2026

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THESIS

Presented to
Universitas Muhammadiyah Palembang
In partial fulfillment of the requirement
For the Degree of Sarjana in English Language Education

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Motto:

“Whenever you feel tired, remember how difficult it was to begin.”

This is Dedicated to:

- ✧ **My beloved parents, Bastari and Nurlina, and all my family. Thank you for your endless love, prayers, support, and motivation. I am truly grateful to have you in my life. You are my everything.**
- ✧ **My honorable advisors, Masagus Sulaiman, S.Pd., M.Pd., and Dian Septarini, S.Pd., M.Pd. for their guidance, advice, and encouragement in completing this thesis.**
- ✧ **My beloved friends (Renata Fatrisia, Nabilah Insania A., and Diva Vatiaza H.), thank you very much for your support, help, and togetherness.**
- ✧ **My research partners, Sintia Diya Lora and Yusra Ulandari, thank you for your companionship, support, and cooperation throughout the thesis process.**
- ✧ **All lecturers of the Faculty of Teacher Training and Education, especially in the English Study Program, for their valuable knowledge and guidance.**

ABSTRACT

Amelda. 2026. *Using Think-Pair-Share (TPS) Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 44 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors: (I) Masagus Sulaiman, S.Pd., M.Pd, (II) Dian Septarini, S.Pd., M.Pd.

The objective of this study was to find out whether or not *Think-Pair-Share (TPS)* strategy significantly improved students' reading comprehension. The population of this study was all the eighth grade students at SMP Negeri 44 Palembang. The sample consisted of 68 students which were divided into two groups: 33 students as the experimental group and 35 students as the control group. The test consisted of 27 multiple-choice questions which were selected after the try out. The data were analyzed by using independent sample t-test. The result of data analysis showed that t-obtained was 3.245, with the critical value 1.997 at the significance level of 5% and df 66. Since t-obtained was higher than the critical value, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It could be concluded that there was a significant difference between students who were taught through *Think-Pair-Share (TPS)* strategy and those who were not. Therefore, *Think-Pair-Share (TPS)* strategy can improve students' reading comprehension.

Key words: *Think-Pair-Share (TPS)* Strategy, Reading Comprehension, Recount Text.

ACKNOWLEDGEMENTS



First and foremost, the researcher would like to express her deepest gratitude “Alhamdulillah rabbil ‘alamin” to Allah SWT The Most Gracious and The Most Merciful, who has given the writer strength, blessing, and guidance to finish this thesis entitled “Using *Think-Pair-Share (TPS)* Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 44 Palembang”. It was written to fulfill one of the requirements for Sarjana Degree (S1) Examinations of English Education Department. Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang* in the Academic Years of 2025/2026.

Firstly, the researcher would like to express her deepest thanks to her two advisors, Masagus Sulaiman, S.Pd., M.Pd., and Dian Septarini, S.Pd., M.Pd. who have given their valuable advice, support, help, and guidance during the stages of the preparation and thesis writing process.

Secondly, the researcher would like to express her great thanks to the Headmaster at the State SMP Negeri 44 Palembang, and the teachers, especially the teacher of English, and The Staff members, and also the Eighth Grade Students at the State SMP Negeri 44 Palembang, who have given their help and support in collecting the research data.

Thirdly, the writer is also grateful to the Dean of Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*, Prof. Dr. Indawan Syahri, M.Pd. and his staff members. The Head of English Education Study Program, Asti Gumartifa, S.Pd., M.Pd and all of lectures in English Study Program.

Fourthly, the deepest thanks and love are addressed to her beloved father (Bastari) and mother (Nurlina), beloved grandfather (Romli) and grandmother (Latifah), and lovely sisters (Meli Puspitasari, Lia Ramadani, and Elifa Septiani), who have given their love, prayer, attention, and support to finish this thesis.

Last but not least, the researcher realizes that the thesis is still far from being perfect, therefore any comments, suggestions and constructive criticisms are very much welcome.

Palembang, 23 April 2026

The Researcher

Amelda

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Study

Reading is the activity of understanding written words. When reading, the readers do not only look at the words on the pages, but also get the meanings inside them. It is the way to get information, ideas, or even feelings that the author wants to share. Reading is a strategic process that combines lower level word recognition with higher level comprehension, and effective readers are able to move from identifying words to building an understanding of the text (Grabe, 2019). It means that a good reader does not only identify words, but also thinks about how the words connect to understand the text as a whole.

Moreover, reading is not only about identifying printed words but also involves understanding and interpreting them in context, and vocabulary knowledge is a key factor in developing reading fluency and comprehension (Nation, 2020). In other words, knowing many words can help readers understand the text more easily and read more clearly. In addition, reading is an interactive process between the reader and the text, where background knowledge and prediction are important in constructing meaning, and readers must actively connect prior knowledge with new information (Anderson, 2020).

Furthermore, reading consists of two major orientations, intensive and extensive reading. Intensive reading focuses on accuracy and detailed comprehension, while extensive reading builds fluency, motivation, and enjoyment in language learning (Day & Bamford, 2020). It means that reading can be done slowly and carefully to understand details, or more openly to enjoy the story and read faster. Meanwhile, reading is a purposeful

and goal-directed activity that involves the interaction of the reader, the text, and the context, and explains that comprehension occurs when readers use strategies to monitor and repair understanding as they engaging with the text (Sneddon et al., 2010).

Like other expert, reading is a dynamic process of meaning making and explains that readers use a variety of strategies such as summarizing, questioning, and inferring to reach deeper comprehension (Afflerbach, 2022). It means that reading is more than just reading words; it requires thinking, asking questions, and connecting ideas to fully understand the text. Finally, reading is a complex skill involving linguistic knowledge, cognitive processing, and strategic behavior, requiring automatic word recognition and flexible comprehension strategies, and it is not just seeing words on a page but a process of exploration, reflection, and making meaning (Grabe & Stoller, 2022).

Many problems happen when an English teacher asks students to read in the classroom. Based on Progress in International Reading Literacy Study, Indonesia ranked 57th out of 66 countries, with an average reading score below the international standard (Kridalaksana, 2008; PIRLS, 2021). Around 53% of students at the end of primary school did not reach the minimum reading proficiency level, which is 18.9% higher than the East Asia and Pacific average. Many students have lack of vocabulary, low motivation to read, and difficulties in using comprehension strategies such as summarizing, questioning, or making inferences.

The same problems also faced by the Eighth Grade students of SMP Negeri 44 Palembang. It is related to the interview that the researcher did with an English teacher and is also supported by an interview with one of the students of SMP Negeri 44 Palembang.

The researcher obtained some information from the English teacher and the student about the students' problems. They were as follows:

- a. Many students have lack of motivation to read English texts.
- b. Many students have limited vocabulary to understand the text.
- c. Many students struggle to answer comprehension questions.
- d. Many students have trouble making inferences.

To overcome the problems stated, an effective strategy is needed by the English teacher in teaching reading comprehension achievement. One of the effective *strategy is Think-Pair-Share (TPS)*. *Think-Pair-Share (TPS)* is first introduced as a cooperative learning technique that helps students think on their own, talk about their ideas with a partner, and then share their answers with the class (Lyman, 1981). Recent research has also shown that the *Think-Pair-Share (TPS)* strategy can significantly improve students' reading comprehension. The implementation of *Think-Pair-Share (TPS)* produced a very high effect size (1.747), and explained that *Think-Pair-Share (TPS)* strategy helps students process information better through a sequence of individual thinking, peer discussion, and class sharing (Rustamana et al., 2024). Similarly, *Think- Pair-Share (TPS)* makes it easier for students to understand reading materials because they can exchange ideas, clarify meanings, and gain confidence when expressing their opinions (Rose et al., 2021). The findings of these studies show that *Think-Pair- Share (TPS)* not only improves students' understanding of texts but also encourages cooperation, communication, and active participation during the learning process. From the explanation stated, the researcher is interested in conducting a research under the title "*Using Think-Pair-Share Strategy In Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 44 Palembang*". In this case, the researcher will use Recount Text in Teaching Reading Comprehension Achievement of the Eighth Grade Students of SMP Negeri 44 Palembang by Using *Think-Pair-Strategy (TPS)*.

B. Formulation of the Problem

In this study, the researcher formulated the problems into the following question: Was it effective to use *Think-Pair-Share (TPS)* Strategy In Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 44 Palembang?

C. Objective of the Study

The objective of the study was to find out "whether or not it was effective to use *Think-Pair-Share (TPS)* Strategy In Teaching Reading Comprehension to the Eighth Grade of SMP Negeri 44 Palembang.

D. Significance of the Study

The results of this research were expected to be useful both theoretically and practically for the following parties, as follows:

1. The Researcher Herself

It enhances the researcher's knowledge and understanding of the chosen topic, *Teaching Reading Comprehension by Using Think-Pair-Share* Strategy allowing them to explore the subject in depth and gain new insights.

2. Teachers

The results of this study hold significant value for teachers, both in their instructional practices and professional development. In this case, it helps teachers improve their teaching strategies. By understanding what techniques are effective or ineffective, so they can make informed decisions to enhance student learning outcomes.

3. Students

The results of this study can reveal common challenges students face in learning, such as difficulties with specific subjects, lack of motivation, or language barriers.

4. Other Researchers

Hopefully, the results of the study can be beneficial for other researchers as a reference or as a foundation for on going deep research or investigations.

E. Hypotheses of the Study

The hypotheses of this study are in the form of alternative hypotheses (H_a) and null hypotheses (H_o)

- a. H_a : It was effective to use Think-Pair-Share (TPS) Strategy in Teaching Reading Comprehension of the Eighth Grade Students at SMP Negeri 44 Palembang.
- b. H_o : It was not effective to use Think-Pair-Share (TPS) Strategy in Teaching Reading Comprehension of the Eighth Grade Students at SMP Negeri 44 Palembang.

F. Criteria for Testing the Hypotheses

In this study, regulating hypotheses means accepting or rejecting them. The researcher used a t-test. If the t-obtained is equal to or higher than the t-table, the research hypothesis (H_o) should be dismissed. In other words, if the t-table is higher than the t- observed, the null hypothesis can be acceptable, and the research hypothesis should be rejected.

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