

Investigating in Students' Reading Comprehension through Think Pair Share Technique

Sintia Dewi Anggraini*, Nurhasanah, Sari Astuti
Departemen of English Education, STKIP Kusuma Negara, Jakarta
*sintiadewia@stkipkusumanegara.ac.id

Abstract

The application of the Think Pair Share technique in reading learning activities is considered effective for increasing students' understanding and motivation in learning. The study aims to find out how to use the Think Pair Share technique in teaching reading comprehension based on written materials (books, journals, and theses) found on the World Wide Web from 2015-2021. The study uses a qualitative approach with a library study research design where data collection is carried out through books, notes or reports on the results of previous studies. The result of this study indicates that the application of the Think Pair Share technique carried out by several previous researchers is in accordance with the theory described by Frank Lyman with several developments carried out such as researcher building in-depth discussions after students submit their answers. Based on this study, it can be concluded that the use of the Think Pair Share technique in teaching reading comprehension provides a good increase in scores and changes in students' attitudes in learning activities. The obstacles most often encountered by researcher is the difficulty of managing class condition that are not conducive. To overcome this, the researcher asks the class teacher for help and approaches each group. Teachers can apply Think Pair Share as a good technique in teaching reading comprehension.

Keywords: motivation in learning, reading comprehension, think Pair Share

1 INTRODUCTION

Reading is an activity by someone to obtain information or prior knowledge known to readers. By reading, one gets more knowledge. Reading does not necessarily need to look at everything in a given piece of text. Like for example in learning English, readers will get the new vocabulary and can practice language and communication skills, and can also share information and ideas. Reading is one of the four basic skills that must be learned from junior high school to university. The purpose of someone reading is to get information and pleasure, but in practice teaching reading by teachers in the classroom has so far been considered ineffective due to a lack of student interest (Grellet, 2010).

Reading comprehension is as the process of stimulant extracting and constructing meaning through interaction involvement with written language (Elizabeth, 2009). Reading comprehension is a process of getting meaning from and bringing meaning to a text. It means that reading comprehension is the ability to read text, process it, and understand its meaning. Meanwhile, (Smith, Richard and Johnson, 1980) states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. It can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader understands all or most of the thoughts the author intended to communicate.

Think Pair Share is one of collaborative learnings that was developed by Frank Lyman in 1981 at the University of Maryland. (Kagan, 1994) reveals that Think Pair Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. Think Pair Share is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer a question and shares ideas with classmates. Discussing an

answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material. Working together with their peers can make the students more active and comfortable in the learning process. They think in pairs to understand the message in the text, and then share it to others. It could challenge amongst the pairs to do the best. Thus, the learning process becomes student-oriented. It also provides them sufficient time to express their ideas to their peers in the class.

There are three steps in teaching reading comprehension through Think Pair Share technique, (Shoimin, 2014) as follows : (1) Think the enforcement of Think Pair Share learning begins with thinking on solving a problem. The stage of thinking necessitates students to be more diligent in learning and actively look for references to make it easier to solve problems or problems given by the teacher. (2) Pair after starting with thinking, the students are then requested to converse about the results of the conversations in pairs. The discussions stage is how to unite the opinions of each student in order to deepen their knowledge. Discussion can encourage students to actively express opinions and listen to the opinions of others in the group and be able to work together with others. (3) Share after discussing the results of their thoughts, the existing pairs of students are asked to share the results of the thoughts that have discussed with their partners to the whole class. The sharing stage requires students to express their opinions responsibly, and be able to work with others.

Think Pair Share as an effective way to improve students' reading comprehension has been previously studied by (Palupi, 2013). The result of her research proved that there is a significant difference of students' achievement in reading comprehension before and after being taught through Think Pair Share technique. Another study related to the application of Think Pair Share has been conducted by (Sugiarto and Sumarsono, 2014) the finding of this research revealed that the students' mean score improved from 71 in the pre-test to 74 after cycle 1 and 80 after cycle 2. Besides, research by (Maulida, 2017) the result indicated that this technique is beneficial for the teacher to encourage the students to be more active during the learning process. Moreover, based on the study, the Think-Pair-Share technique could help the teachers in teaching reading.

As the conclusion, Think Pair Share is one effective solution for the the teaching and learning reading. It is going to help them improving their reading skill and engage them to be more active in the classroom.

2 RESEARCH METHODS

This research is a type of library research where data collection is done through books, notes, or reports on the result of previous research. This study uses a qualitative approach. The technique of the research is a literature review. This study aims to determine how the effects of Think Pair Share Technique to improve students' reading comprehension are understood based on written materials (books, journals, and undergraduated theses) found on the World Wide Web from 2015-2021. And in this study, researchers analyzed from tenth sources: 1) *The Effect of Think Pair Share Technique on Students' Reading Comprehension of Hortatory Exposition Text at Grade XI High School 1 VII Koto Sungai Sarik, Padang Pariaman* by (Heffy, M. Kurniawan and Niza, 2015); 2) *The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension* by (Fajar Kurniasih, 2016); 3) *Using Think Pair Share Technique with Descriptive Text to Improve Reading Comprehension of the Tenth Graders of SMA LTI IGM Palembang* by (Sri Muryani and Jaya Nur Iman, 2017); 4) *Think Pair and Share for Junior High School Students' Reading Comprehension* by (Siti Nurbaya, 2017); 5) *Improving Students' Reading Skill through Think-Pair-Share (TPS) Technique* by (Muhammad Hudri and Irwandi, 2018); 6) *Improving the Students' Reading Comprehension of Analytical Exposition Text By Using Think-Pair-Share (TPS)* by (Resti Hayati, 2019); 7) *The Effect of Using Think Pair Share Technique to Develop Students'*

Reading Skills At VIII Grade of SMP Negeri 2 Kota Jambi by (Karim, 2019); 8) *Improving Students' Reading Comprehension Through Think-Pair-Share (TPS) Technique* by (Mila Nuryani, 2020); 9) *The Use of Think-Pair-Share Technique to Improve Students' Reading Comprehension of Explanation Text* by (Indri Inggrid Rinaldi, 2020); 10) *The Influence Of Think-Pair-Share Technique (TPS) to Teach Reading Comprehension to The Tenth Grade Students* by (Sri Ariski, 2021).

Based on data analysis, the use of Think Pair Share technique in teaching reading comprehension had a significant impact, ranging from improving students' reading comprehension, improving students' scores and reading skills until improving students' attitudes in learning and socializing with others, such as increasing communication skills, accepting other people's opinions, participating actively in learning activities, increasing student motivation and self-confidence.

Based on this research, it can be concluded that the use of Think Pair Share technique is considered capable of improving students' reading comprehension. Besides that, this technique can make teaching and learning activities become fun, more interesting, arouse students' enthusiasm and activeness, students' communication skills become better and make students' reading activities more effective.

3 RESULT AND DISCUSSION

3.1 The concept of using Think Pair Share in teaching reading comprehension

The Think Pair Share technique is a type of cooperative learning in which students learn by using small instructional groups. The concept of applying the Think Pair Share technique in principle must pay attention to how the group is formed, each group must be heterogeneous, where there are diverse academic abilities and male and female students are joined in one group. There are several steps in the procedure applied of Think Pair Share technique, first, Thinking: the researcher 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. Second, Pairing: the teacher asks students to pair off and discuss what they have been thinking about. Usually, teacher allow no more than four or five minutes for pairing. Third, Sharing: the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair continue until about a fourth or a half of the pairs have had a chance to report.

In the research conducted by (Heffy and Muhammad Kristiawan, 2015) the procedure applied by the researcher in using the Think Pair Share technique is *first* the teacher gives some question related to the material that will be given to students, the aims to recall the memory or knowledge of students related to the material. After that, *think*, the teacher instructs the students to be quite for a minutes to think about their own answers. Next, *pair*, the teacher asks students to start discussing together with their partners to give the results of their answers or thoughts on the question. Finally, *share*, the teachers asks students to share the results of the answers that have been discussed previously with their partner to answer questions about the material given by the teacher to other pairs in the class.

In the research by (Fajar Kurniasih, 2016) the procedure applied by the researcher in using the Think Pair Share technique is *first* the teacher gives some questions related to the material that will be given to students. After that, the students were divided into partners or their classmates. The teacher poses a topic or several questions to students about the material to be studied. Next, in the thinking stage, students are given time by the teacher to think before answering the questions that have been given by the teacher. After the thinking stage, students and their partners are asked to discuss the answer they have though of before. After going through the stages of thinking, pairing, students are expected to be able to provide answers or the result of discussing the material they have discussed with their partners in front of the class and the teacher will call several

pairs to present the results of their thoughts. Finally, the teacher gave a post-test to the students to find out the extent of students' reading comprehension after being taught to read using the Think Pair Share technique.

In the research by (Sri Muryani, 2017) the procedure applied by the researcher in using Think Pair Share technique is first *think* steps, the teacher asks students about questions or topics related to the material to be studied and asks students to read the text individually to get information from the text. Then, students read the text silently. Next, *pair* steps, the teacher divided the students randomly into pairs, then, students are asked to answer questions about main idea or specific information from the text with their partners. After that, students discuss with their partner to answer the question. The last steps, *share*, the teacher called on the students' pair randomly and asks them about the answer of the question. Then, the students conveyed their answer, if their answer is wrong, the teacher will ask another pairs for the right answer. After the students answered the all question, the teacher explained the material completely and discussed with the all of the students.

In the research by (Siti Nurbaya, 2017) the procedures carried out by researcher in using the Think Pair Share technique is that the researchers divides students into groups of four and then gives assignments to all groups, each student think about and does the assignment himself, after that students pair up with one of the colleagues in the group and discuss with their partners, finally both pairs meet again in groups of four. Students have the opportunity to share their work with the groups. In the research by (Muhammad Hudri, 2018) the procedures carried out by researchers in using the Think Pair Share technique is that the researcher gave the text to the students to read and understand. Then they were assigned in pairs to discuss some important, both explicit and implicit in the given text. After that, each pair must share the results of their partner's discussion in front of the class. Finally the researcher asked them to answer the test individually because of the information they got. In the research by (Resti Hayati, 2019) the procedures applied by the teacher in using Think Pair Share include, first *think*, the teacher gives questions about the material to be studied to students, then students are asked by the teacher to pause for a moment to think to find answers these questions. Second *pair*, after starting with thinking, students are then asked to discuss the results of the conversation in pairs to get answers to questions that have been given by the teacher. Finally *share*, after discussing the results of their thoughts, the existing pairs of students are asked to share the thoughts that have been discussed with their partners to the whole class.

In the research by (Karim and Yanti Ismiyati, 2019) the procedures applied by the researcher in using the Think Pair Share technique is, the teacher asks a question or problem related to the lesson and asks the student to think about the answer or problem for one minute, and then the teacher asks the students to pair up and discuss their thoughts, finally the teacher asks the pairs to share with the whole class. In the research by (Mila Nuryani, 2020) the procedures applied by the researcher in using the Think Pair Share include, first *Thinking*, students are asked to think independently about the questions or problem raised. Second *Pairing*, at this stage the teacher asks students to sit in pairs with other students to discuss what has been thought at the first stage so that they can be exchanged thought. Third *Sharing*, at the final stage the teacher asks the pair to share answers with the rest of the class about what has been they discuss. In the research by (Indi Inggrid Rinaldi, 2020) the procedure applied by researchers in the use of Think Pair Share in this research is the teacher asks students about some questions or problems given by the teacher to formulate their thoughts. After that, students discuss and exchange opinions or ideas with others in pairs or small groups. After students discuss with their partners, the teacher calls each pair or group to share their ideas with the whole class.

In the research by (Sri Ariski, 2021) the procedures applied by the teacher in using Think Pair Share in this research as follows, first is *think* activities, the teacher gives reading material and asks students to read it and answer it those comprehensive

question individually. In this activity, the students read the reading material individually and get the information from the text. Second, *pair* activities, the teacher asks the students into the pair to discuss their answers with their partners, in this activity, the students find their partners and discuss it together. Third, *sharing* activities, the teacher asks students to share their idea and discussing the answer with other pairs in group. Students share their opinion in pairs. After that, students share their ideas and answer into the whole of the class randomly. In this activity, some students share their opinion randomly in the whole of the class. Finally, the teacher rechecks students answer generally, students listen and pay attention to the teacher's explanation. Teacher improves students answer generally, students make some notes after teacher explains it.

The ten studies listed above show that the Think Pair Share technique carried out by several researchers basically has the same theory as the procedure described by (Frank Lyman & McTighe, 1988) where the researchers apply (1) Think: Students are given time to think individually after a question is posed. (2) Pair: Discuss the ideas with each other within a paired setting to produce a final answer, and finally (3) Share: Each pair share their new improved answer with the rest of class.

3.2 The result of using the Think Pair Share in teaching reading comprehension

The result of using Think Pair Share in teaching reading comprehension is that this teaching can effectively improve students' reading comprehension. This is evidenced by the result of a study from (1) *Heffy and Muhammad Kristiawan* entitled *The Effect of Think Pair Share Technique on Students' Reading Comprehension of Hortatory Exposition Text*. This research conducted in eleventh-grade students of High School 1 VII Koto Sungai Sarik, Padang Pariaman. The result of this research showed that Think Pair Share had a significant impact on reading skills. The experimental class had a mean score of 80.40, and the controlled class had a mean score of 68.80, according to the pre-test and post-test results. It signifies that the experimental students score was higher than the controlled students' score. Based on the findings, Think Pair Share has a substantial impact on reading skill achievement. (2) The results of a study from *Fajar Kurniasih* entitled *The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension*. This research conducted in second-grade students of SMAN 14 Bandar Lampung. The results in this research showed a statistically significant improvement of the students' reading comprehension increase after using Think Pair Share technique. It can be seen from the results of the pre-test and post-test. Think Pair Share technique students' reading comprehension through activating background knowledge related to the reading text in the pre teaching of this technique. It gave the students a chance to correlate their prior knowledge with the reading materials that they would learn.

(3) The results of a study from *Sri Muryani* entitled *Using Think Pair Share Technique with Descriptive Text to Improve Reading Comprehension*. This research conducted in tenth-grade students of SMA LTI IGM Palembang with quasi-experimental design. The result in this research indicates that The Think pair Share technique can improve students' reading comprehension. Based on the findings, the Think Pair Share technique was effective to improve students' reading comprehension. First, Think Pair Share technique can be used to involve the students in active learning. The students become more confident, and active during the reading class because they enjoy the learning. Second, in the Share step, the students can answer their ideas and understanding directly with other pairs. The last, the Think Pair Share technique makes the class more productive, because the students discuss with their partners about the correct answers, ideas, specific information before sharing the results with all the class. (4) The results of a study from *Siti Nurbaya* entitled *Think Pair and Share For Junior High School Students' Reading Comprehension*. The research conducted at first grade students of Junior high school Satu Atap Bertam. The result of this research showed that Think Pair Share had a significant impact on reading skills and made it easier for students to understand the text. The students were interested in teaching learning process because students not only read, but also translated, answered the question and the students know what should

do when they read a text. This technique can help improve their reading skills, they could ask and share their opinions with their group mates when they got problem in reading their texts. Students' could also be involved in teaching learning process by discussing and delivering idea towards the material learned.

(5) The results of a study from *Muhammad Hudri* entitled *Improving Students' Reading Skill Through Think-Pair-Share (TPS) Technique*. This research conducted in fourth semester English Language Department, FKIP, Muhammadiyah University of Mataram. The method used in this research is Classroom Action Research (CAR). The result of this study showed that the Think Pair Share technique is able to improve the reading ability. It was indicated by the improvement of the students' score in reading test starting from the preliminary study, the cycle 1, and the cycle 2. Also The use of Think Pair Share technique can make students motivated to be active in the learning reading. The students also seemed enthusiastic in thinking, pairing and sharing their ideas. They stated that this technique is able to encourage and motivate them in thinking, exploring and sharing their opinion and ideas. (6) The results of a study from *Resti Hayati* entitled *Improving the Students' Reading Comprehension of Analytical Exposition Text by Using Think-Pair-Share (TPS)*. This research conducted in eleventh-grade students at SMA Mathlaul Anwar. The result of this study that The Think Pair Share technique can build positive students interdependence, students can learn from one another using this technique, they work together to make sure that they learn a material. They ensure that everyone in their group understands and can answer the questions.

(7) The results of a study from *Karim and Yanti Ismiyati* entitled *The Effect of Using Think Pair Share Technique to Develop Students' Reading Skills*. This research conducted in seventh-grade of SMP Negeri 2 Jambi. The result of this research showed that the effectiveness of using Think Pair Share technique in reading learning at the VIII Grade students' of SMP Negeri 2 Kota Jambi was effective to English learning. The students more interested in English learning with using Think Pair Share technique. The students feel more excited if they learning activity with Think Pair Share technique. (8) The results of a study from *Mila Nuryani* entitled *Improving Students' Reading Comprehension Through Think-Pair-Share (TPS) Technique*. This research conducted in eleventh-grade students at SMA Mathla'ul Anwar. The method used in this research is Classroom Action Research (CAR). The result in this research showed that the Think pair Share technique can help students in eleventh-grade at SMA Mathla'ul Anwar to improve their reading comprehension skills in analytical exposition texts. This study was considered a success because each cycle showed an increase in progress. Based on the results of observational research conducted at the time of the study, data on students' reading comprehension skills were obtained in cycles first, second and third. Based on observations made to students, it is known that there is an increase learning outcomes from first cycle by 59.6 to 67.5 in second cycle and third cycle is 77. Thus, learning reading comprehension skills with Think Pair Share technique at SMA Mathla'ul Anwar has been successful.

(9) The results of a study from *Indi Inggrid Rinaldi* entitled *The Use of Think-Pair-Share Technique to Improve Students' Reading Comprehension of Explanation Text*. This research conducted in eleventh-grade students of SMA Banyudono. The result showed that there was an improvement in students' reading comprehension. It could be seen from the result of students' mean score in the pre-test, post-test 1, and post-test 2. With the application of the Think-Pair-Share technique, the students' mean score improved from 53 in the pre-test to 68.1 in cycle one and improved to 73.9 in cycle two. Furthermore, Using Think-Pair-Share technique can improve students' participation during the teaching and learning process. It can be seen from how students behaved during the teaching and learning process. This technique creates an environment during the teaching and learning process when the students can be more cooperative and communicative because when they share their ideas with others in the pair stage, they also build their communication. (10) The results of a study from *Sri Ariski* entitled *The Influence of Think-Pair-Share Technique (TPS) to Teach Reading Comprehension*. This research employs quantitative research. The method used in this research is quasi-

experimental method using two groups' pretest-posttest design. There were two groups in the experiment: an experimental group and a control group. The experimental group will be taught using the Think Pair Share technique, whereas the control group will be taught using a different technique. The result of this research indicates that the students' reading achievement improves when cooperative learning technique like "Think Pair Share" are used. The reading achievement of students who were taught with Think Pair Share and without Think Pair Share was significantly different. The mean pretest score for the experimental group was 57.66, while the mean post-test score was 79.03. (After receiving treatment, the experimental groups' reading achievement increased significantly from 57.66 to 79.03.) The mean pretest score for the control group was 55.28, while the mean post-test score was 62.81. (On the other hand, the reading achievement of the students in the control group did not improve considerably, going from 55.28 to 62.81.)

In other words, based on the result proven by the tenth studies above, the use of Think Pair Share is considered capable of improving students' reading comprehension. Besides that, this technique makes student learning easier, fun, creative and dynamic, and encourages competition and teamwork. Students' communication skills also improve after using this technique.

3.3 The obstacle encountered in the use of Think Pair Share in teaching

Based on several related studies, there are several obstacles that researchers encountered in the application of the Think Pair Share technique in improving students' reading comprehension as found by (Fajar Kurniasih, 2016) where researchers found that the main obstacle in reading using the Think Pair Share was that most students had low vocabulary mastery and had difficult interpreting the main ideas of the text. And obstacles were also found in the research by (Resti Hayati, 2019) that some students feel confused because they have never used this technique, so researchers have to give examples and re-explain to students. Also students are less confidence in practicing English, and most student lack vocabulary, are lazy to open dictionaries, and have difficult self-study. The obstacle were also found in the research by (Mila Nuryani, 2020) there were some students still have difficulty understanding the content of the text in the first meeting. However, these obstacles can be overcome in the second meeting. Also some students are still not familiar with this technique because it was the first time they were taught to use it. And the last obstacle found in the research by (Inggrid Rinaldi, 2020) that some students still feel shy and afraid to ask questions and share ideas. Some students tried to copy their friends' answer because they felt uncertain about their answers. Students tend to be passive when the teacher asks students to convey their responses to a partner who is presenting their work.

The obstacle described by ten studies above is different research from the other six studies. In this study the researcher did not reveal any obstacles in implementing Think Pair Share in teaching reading comprehension. Based on the ten studies it was found six studies did no exist, so it can be said that the obstacle in using Think Pair Share lies in some students who do not know this technique, the lack of students in mastering vocabulary in English, so that students find it difficult to understand the meaning of a text, and also the lack of self-confidence of students in practising English. And this solution can be given to teachers is creativity as a facilitator in the learning process, can use various techniques to attract students' attention to focus more on learning material.

4 CONCLUSION

Based on this research, it can be concluded that in the concept of using *Think Pair Share* technique in teaching reading comprehension, the researcher has implemented the procedure described by Frank Lyman, besides that the researcher has also carried out several developments in the research, such as the researcher trying to see students

answer question low ability in answering questions, the researcher also builds in-depth discussions after students answer question and so on. Ten previous studies stated that the use of *Think Pair Share* can not only increase students' scores in reading comprehension, but also can increase students' motivation, self-confidence and students activity. Students are more active in discussing and reflecting on their partners or classmates, more student is like to discuss with their partners or with large groups. The opens up the lucky chance to listen to each other and respond to improve their ability to understand. Moreover, learning in pairs permitting students to think and share their ideas. This strategy also provides opportunities for students to help each other to learn in the class – respect and solidarity with others. Students' communication skills also improve after using this technique. The researcher also stated the obstacles encountered when using this technique in teaching reading comprehension. The obstacle most often encountered by researchers is the difficulty of managing class conditions that are not conducive. To overcome this, the researchers asks the class teacher for help and approaches each group so that the research objectives can be achieved.

5 REFERENCES

- Ariski, Sri, Rositasari Tri, Saraswaty Dwi Rara. (2021) The Influence of Think-Pair-Share Technique (TPS) to Teach Reading Comprehension to The Tenth Grade Students. University of Muhammadiyah Palembang. English Community Journal.
- Elizabeth, (2009). *Reading Comprehension Success in 20 minute a day*. Learning Express, NY: LLC.
- Grellet, F. (2010). *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Hayati, Resti, Nur Azizah, Odo Fadloeli, (2019). Improving The Students' Reading Comprehension of Analytical Exposition Text By Using Think-Pair-Share (TPS). PROJECT: Professional Journal of English Education.
- Hudri Muhammad and Irwandi, (2018) Improving Students' Reading Skill Through Think-Pair-Share (TPS) Technique. FKIP UM Mataram. Journal of English Language Teaching and Linguistics (JELTL).
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publications.
- Karim, Ismiyati Yanti. (2019) The Effect of Using Think Pair Share Technique to Develop Students' Reading Skills At VIII Grade of SMP Negeri 2 Kota Jambi. Batanghari University. JELT: Journal of English Language Teaching.
- Kurniasih, Fajar, Ari Nurweni and Mahpul. (2016). The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension, Lampung University.
- Lyman, F. T. (1981). *The Responsive Classroom Discussion: The Inclusion of All Students*. College Park: University of aryland Press, pp. 109-113.
- Maulida, F. (2017) The Use of Think Pair Share in Teaching Reading Comprehension, Journal of English Language Teaching, 49-58.
- Muryani, Sri and Iman, Jaya.Nur. (2017). Using Think Pair Share Technique with Descriptive Text to Improve Reading Comprehension of The Tenth Graders of SMA LTI IGM Palembang.
- Nurbaya, Siti and Fitria, Wahyuni. (2017) Think Pair and Share for Junior High School Students' Reading Comprehension. University of Jambi.
- Nuryani, Mila, and Rosmiati Emi. (2020) Improving Students' Reading Comprehension Through Think-Pair-Share (TPS) Technique. IKIP Siliwangi. PROJECT: Professional Journal of English Education.
- Palupi, A. A. (2013). Teachng Reading Comprehension through Think-Pair-Share (TPS) Technique at SMPN 8 Bandarlampung: Lampung University.
- Rinaldi Ingrid, Indi, Asrori M and Sulistyawati Hefy. (2020) The Use of Think-Pair-Share Technique to Improve Students' Reading Comprehension of Explanation Text. University of Sebelas Maret. English Education Journal.

- Sari, Heffy. P, Kristiawan, M, Syaveny. N. (2015). The Effect of Think Pair Share Technique on Students' Reading Comprehension of Hortatory Exposition Text. *The Journal of Applied Science Research: University Bengkulu*.
- Shoimin, A. (2014) *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media, 210.
- Smith, Richard J, and Johnson, Dale D. (1980) *Teaching Children to Read. Second Edition*. USA: Addison-Wesley Publishing.
- Sugiarto, D & Sumarsono, P. (2014) The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts. *International Journal of English and Education*, 206-215.
- Tighe, J., & Lyman Jr, F. T. (1988). *Cueing Thinking in the Classroom: The Promise of theory-embedded tools*. *Educational Leadership*, 45(7), 18-24.