USING THINK PAIR SHARE TECHNIQUE WITH DESCRIPTIVE TEXT TO IMPROVE READING COMPREHENSION OF THE TENTH GRADERS OF SMA LTI IGM PALEMBANG

Sri Muryani[1), Jaya Nur Iman[2)

[1)2)]*English Education Study Program, Faculty of Teacher Training and Education,Indo Global Mandiri University*
Jl. Jend. Sudirman No. 629 KM.4 Palembang Kode Pos 30129
Email : muryanis@yahoo.com[1), jaya.nur.iman95@gmail.com [2)

ABSTRACT

The objectives of this research attempted to investigate whether or not using Think Pair Share (TPS) Technique gave significant improvement and significant difference on the tenth graders' reading comprehension achievement of SMA LTI IGM. A quasi experimental design was used in this research. Two groups, experimental and control group, were assigned in this research in which each group consisted of 20 students, respectively. Intervention was given for 12 meetings including pretest and posttest administration. Reading comprehension test, in form of multiple choice question, was administered to measure the students' reading comprehension. The research findings showed that (1) there was a significant improvement on the tenth graders' reading comprehension achievement after being taught by using Think Pair Share Technique, and (2) there was a signifiant mean difference on the tenth graders' reading comprehension achievement after being taught by using Think Pair Share Technique and those who were not. Therefore, the TPS technique significantly improved the tenth graders' reading comprehension achievement of SMA LTI IGM.

Key words : Think pair share technique, descriptive text, reading comprehension

1. Introduction

English is an international language that should be mastered. In Indonesia, English as a foreign language that should be taught by the teachers, especially for Senior High School, because it is as a compulsory subject. It is very useful for the students to communicate among people around the world and to prepare the students in facing the globalization era.

There are four skills in learning English, such as Listening, Speaking, Reading and Writing. Reading is very important for the students, because it influences the students when looking for job. There are many jobs that require reading skill as a part of job performance. For example, there are reports or guidebooks which must be read and understood, it will be easier for the students to understand the text books or reports. In contrast, the students who are lower in reading, they will get difficulties and spend a lot of time to understand and comprehend the text.By reading, people can get the information widely without going anywhere. According to Harmer (2007), reading is useful for language acquisition. Furthermore, he explains that reading also has a positive effect on students' vocabulary knowledge, and writing (p. 99). Another researcher, Alyousef (2005) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In addition, Mikulecky (2008) claims that reading is a conscious and unconscious thinking process. Based on those definitions, the researcher can say that reading is an important activity that involves thinking process to get the information or idea given by the text.

Unfortunately, Indonesian students' reading achievement is still low. It is proven by some studies. According to Progress in International Reading Literacy Study as known as PIRLS (2011, p. 38), reading achievement shows that Indonesian students has average score 428 points. In contrast, Progress in International Reading Literacy Study (PIRLS) scale centre point of international mean score is 500 points, it means that Indonesia is significantly lower than the centre point.Besides, according to Programme for International Student Assessment as known as PISA (2012), Indonesia ranks only at 64 out of 65 countries (p. 5).Apart from that, based on Organization for Economic Co-operation and Development as known as OECD 2014, PISA 2012 results: What Students Know and Can Do, Indonesian studentsscore in reading skill is 396 points, while OECD standard score is 496. In brief, Indonesian students' score is significantly below the OECD average. In contrast, Shanghai-China is the highest score performing country with 570 points, and it means Shanghai-China is significantly above the OECD average.

According to Ribka (2016), based on investigation of the minister of Culture and Education, Indonesia has seen its illiteracy rate decreased significantly, but the reading habit was still low because of a lack of passion. Poor reading habits are a serious problem in the country despite the many libraries available. Data from the United Nations Development Program (UNDP) shows that only 1 out of 1.000 Indonesians is passionate about reading. Based on explanation above, the researcher concluded that Indonesian reading habit was still low. Besides, based on preliminary test in six classes (X.1, X.2, X.3, X.4, X.5, and X.6), the average score of X.1

was 57.2, and X.2 was 58.4. Besides, the average score of X.3 was 60.38, and X.4 was 68.72. Meanwhile, the average score of X.5 was 59.29, and X.6 was 63.29. Based on explanation above, the researcher concludes that X.1 and X.2 got the lower score than other classes in reading comprehension.

Dealing with reading, there are so many collaborative learning techniques to overcome reading difficulties such as Think-Pair-Share Technique. Think Pair Share Technique is one of collaborative learnings that was developed by Frank Lyman 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. In addition, Mandal (2009, p. 98) states that Think-Pair-Share Technique is a simple and quick technique. The instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair" and "Share" components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class. Similarly, Azlina (2010, p. 23) claims that think-pair-share also called as multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. The general idea of think pair share technique is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby.Furthermore, Arends (2012, p. 370) states that Think-Pair-Share (TPS) is a co-operative learning strategy developed by Lyman in 1981 of the University of Maryland. It is an effective way to change the discourse pattern in a classroom. He also further states that there are three steps in teaching reading comprehension through think-pair-share technique, as follows: (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. (2) pairing: next, the teacher asks students to pair off and discuss what they have been thinking about. (3) sharing: in the final step, the teacher asks the pairs to share what they have been talking about with the whole class.

Based on the problems above, the researcher was interested in conducting a research on the effectiveness of Think Pair Share Technique. In this research, the tenth graders of SMA LTI IGM Palembang are chosen as the subject, since they have a problem in reading comprehension.

A. Research Problems

Based on the background above, the problems of the study could be formulated as follows:

a. Was there any significant improvement on the tenth graders' reading comprehension achievement SMA LTI-IGM after being taught by using Think-Pair-Share Technique?

b. Was there any significant difference on the tenth graders' reading comprehension achievement of SMA LTI-IGM after being taught by using Think Pair Share Technique and those who were not?

B. Research Objectives

In relation to the research problems, the research objectives were drawn as follows:

a. To find out the significant improvement of the tenth graders' reading comprehension achievement SMA LTI-IGM after being taught by using Think-Pair-Share Technique.

b. To find out the significant difference of the tenth graders' reading comprehension achievement SMA LTI-IGM after being taught by using Think-Pair-Share Technique and those who were not.

C. Research Methodology

In this research, experimental research design was used to knowthe effectiveness of using Think Pair Share Technique to improve students' reading comprehension, it means that there were cause and effect, both were independent (Think Pair Share Technique) and dependent variable (reading comprehension). Besides, there were two groups involved, they are experimental group and control group. Meanwhile, there are some types of experimental research design, one of them is quasi experimental design. A quasi experimental design was employed in this research, because it was not possible for the researcher to control all variables and to manipulate the conditions, since there were so many students involved. Besides, the school regulation did not allow the researcher to create new groups randomly in applying the research, it also disturbed the teaching and learning process in the class. As we know, if we created a new group, that the students missed their lesson plan that should be achieved according to the scheduled plan.

In conducting quasi experimental, the researcher applied pretest-posttest non-equivalent group design because both group had different characteristics, it means that both group were not exactly the same. Besides, the control group was not given a treatment, it means that only experimental group was given a treatment. According to Cohen, Manion, and Morrison (2007, p. 283), the nonequivalent-comparison control group design with pretest and posttest was presented as below:

Experimental Group	0_1 $X0_2$
Control Group	0_3 - 0_4

In which:

- X : The treatment by using "Think Pair Share Technique"
- - : No treatment
- 0_1 : Pre-test of experimental group
- 0_2 : Post-test of experimental group

0_3 : Pre-test of control group
0_4 : Post-test of control group

D. Population and Sample

In this study, the population was all the tenth graders of SMA LTI IGM Palembang in the academic year 2016/2017. There were six classes of the first graders, and the whole population consisted of 116 students. In this research, the two classes (X.1 and X.2) were taken as the sample at the tenth graders where X.1 was as the experimental group and X.2 was as control group. Total number of the sample was 40 students, 20 students in experimental group and 20 students in control group. These two classes were selected by using purposive sampling due to some characteristics, such as: (1) they were taught by the same teacher, (2) based on preliminary test, both classes had lower score in English subject, and (3) both classes had the same total number of the students.

E. Technique of Data Collection Pretest

At the first meeting, the researcher administered a pre-test to the students. It was conducted to find out the scores of the students' comprehension in reading descriptive text before being taught by using TPS Technique. Both classes (Experimental group and Control group) were given the pretest with the topic about, *Charles Darwin, A laptop, Boarding School Education, The AngkeKapuk, and A Kangaroo.* The form of pretest is multiple choice questions (MCQ), there were 5 texts and each text consists of 5 questions, so total number of the questions in pretest was 25 questions. Thereafter, the researcher counted the total number of correct answer, multiplied (x) 4. It means that, if the students answered all the questions correctly, they would get score 100.

F. Posttest

After giving the treatment by using Think Pair Share Technique, the researcher gave post-test to the students. The purpose of post-test administration was to know the effectiveness of TPS Technique on students' reading comprehension. In this research, only Experimental group was given a treatment. Besides, post-test used the topic same as pre-test that used 5 descriptive texts, the total number of question was 25 questions of multiple choice questions (MCQ).

G. Instructional Procedures of Think Pair Share Technique

There are three activities implementes in the teaching and learning process as follows :

1) Pre-Activities
   - The teacher greeted to the students.
   - The teacher asked the captain of the class to guide his friends to pray together before starting teaching and learning process.
   - The teacher checked the attendance list of the students.

   - The teacher reviewed the previous study.
   - The teacher showed some pictures related to the material and asked them to describe the pictures as a warming up.
   - The teacher asked the students to guess the topic that will be taught.
   - The teacher explained the learning objectives and basic competences that should be achieved.
   - The teacher conveyed skill that should be assessed, for example reading skill. In reading skill, the students are expected to comprehend the specific information, main idea, and vocabulary from the text.

2) Whilst activities
   Think Steps :
   - The teacher gave descriptive text for the students as the teaching material. In this study, descriptive text described about people, animal and place.
   - The teacher asked to the students for reading the text individually, in order to get the information from the text/ passage.
   - The students read the text silently.
   - After reading the text, the teacher asked the students to answer the questions below the text.
   Pair Steps :
   - The teacher divided the students randomly into pairs
   - The teacher asked the students to answer the questions about main idea or specific information from the text with their partners.
   - The students discussed with their partner to answer the question.
   - The teacher walked around the class to check the students' work, if they get difficulties, so the teacher helped them.
   Share Steps :
   - The teacher called on the students' pair randomly and asks them about the answer of the question.
   - 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.

3) Post Activities :
   - The teacher gave a chance for the students to ask questions if they still do not understand about the material yet.
   - The teacher gave the feedback.
   - The teacher and the students summarized the material together.
   - The teacher asked the students to submit their tasks.
   - The teacher gave homework for the students
   - The teacher ended the learning process.

H. Technique of Data Analysis

In analyzing the data, score was taken from pretest and posttest. After getting the data, score from pretest and posttest were compared. In this research, the researcher calculated the scoreof students' reading

comprehension by using SPSS22 (Statistical Package for Social Science). The researcher used paired sample t-test to find out whether or not there was a significant improvement on students' reading comprehension score after being taught by using Think Pair Share Technique (Experimental Group). Additionally, the researcher also used independent sampled t-test to find out whether or not there was significant difference on students' reading comprehension after being taught by using Think Pair Share Technique (Experimental Group) and those who were not (Control Group).

I. Validity of the Test

According to Fraenkle, Wallen and Hyun (2012) validity refers to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. In this study, the researcher used content validity (p. 148). In this study, the test has content validity because it has been adjusted with the material. The materials were adapted from the textbook "module of English lesson of first grade". Besides, based on the curriculum and the syllabus, there was a genre of the text which was taught and learned on the first grade, that was descriptive text.

J. Readability of the Material

Readability test is a test to measure the level of reading comprehension difficulty of the text for the students. According to Richard and Schmidt (2010), readability is how easily written materials can be read and understood. Readability depends on many factors, including the average length of sentences in a passage, the number of new words, and the grammatical complexity of the language used in passage. In this study, the researcher used Flesch Reading Ease.

K. Flesch Reading Ease

According to Zamanian and Heydari (2012), Flesch Reading Ease is formula rates texts on a 100-point scale, the higher the score, the easier it is to understand the text. In Flesch formula, the score ranges from 0 to 100, with 0 corresponding to the highest reading difficulty and 100 corresponding to the lowest reading difficulty.

According to Klare (1988, p. 21), the interpretation of the Flesch Reading Ease score can be seen in the following table:

Table 2. *Interpretation of Flesch Reading Ease score*

Score	Description
90-100	Very Easy
80-90	Easy
70-80	Fairly Easy
60-70	Standard
50-60	Fairly Difficult
30-50	Difficult
0-30	Very Difficult

The procedures of readability test were selected by using readability test tool program online, as follow: (1)

go to the web http://www.webpagefx.com /tools/read-able/, (2) click "test by direct input", (3) copy the text that will be tested, and click enter on the box "enter text to check the readability", then paste the text. Finally, click "calculate readability". After that, wait for few seconds to know the result. The results calculation of readability test could be illustrated in the following table:
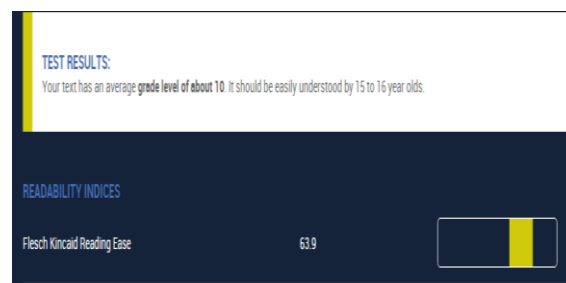
From readability test result above, here the researcher distributed readability test results (63.9) of learning materials.Based on the table below, we could see that there were three texts classified as fairly easy to read, four texts were classified as standard (neither easy nor difficult) and three texts were classified as fairly difficult to read.

Table 3. *Readability of Material*

No	Texts	Reading Ease Score	Description
1	My Best Friend	79.9	Fairly easy to read
2	Tanjung Puting National Park	58.2	Fairly difficult to read
3	Butterflies	66.3	Standard
4	Cuban Rondo	72.6	Fairly easy to read
5	Gorillas	66.4	Standard
6	Lionel Messi	53.9	Fairly difficult to read
7	Christiano Ronaldo	63.8	Standard
8	Elephant	70.7	Fairly easy to read
9	Visiting Niagara Falls	52.4	Fairly difficult to read
10	Birds	59.2	Fairly difficult to read

L. Learning Materials

Table 4. *Learning Materials*

No	Meeting	Title of Texts
1	Pre-test	Charles Darwin, A Laptop, Boarding School Education, The AngkeKapuk, and A Kangaroo
2	1st	My Best Friend
3	2nd	Tanjung Puting National Park
4	3rd	Butterflies
5	4th	Cuban Rondo

6	5th	Gorillas
7	6th	Lionel Messi
8	7th	Christiano Ronaldo
9	8th	Visiting Niagara Falls
10	9th	Internet
11	10th	The Red Bird of Paradise
12	Post-test	Charles Darwin, A Laptop, Boarding School Education, The AngkeKapuk, and A Kangaroo

2. Research Findings

A. Descriptive Statistics

The results of the pre-test and post-test in experimental and control groups were calculated by using SPSS 22 in the following table:

Table 6. *The Score Distribution of Reading Comprehension Achievement (RCA) in the Pre-Test and Post-Test in Experimental and Control Group*

Variable	Categories	EXPERIMENTAL					
		Pretest			Posttest		
		Mean	Frequency and Percentage	SD	Mean	Frequency and Percentage	SD
RCA	Very Poor	46.46	13(65%)	10.3	-	-	-
	Poor	61.00	4 (20%)	2.00	-	-	-
	Average	72.00	3 (15%)	4.00	-	-	-
	Good	-	-	-	83.43	7 (35%)	35.99
	Very Good	-	-	-	95.08	13 (65%)	3.328

Variable	Categories	CONTROL GROUP					
		Pretest			Posttest		
		Mean	Frequency and Percentage	SD	Mean	Frequency and Percentage	SD
RCA	Very Poor	43.20	5 (25%)	91.2	54.00	8 (40%)	4.72
	Poor	60.57	7 (35%)	1.51	60.00	2 (10%)	.000
	Average	71.50	8 (40%)	3.33	71.20	10 (50%)	3.15
	Good	-	-	-	-	-	-
	Very Good	-	-	-	-	-	-

Based on the table above, in the pre-test of experimental group there were 13 students (65 %) in very poor category with the mean score was 46.46, 4 students (20 %) in poor category with mean score was 61.00. 3 students (15 %) in average category with the mean score was 72.00. On the other hand, in the post-test of experimental group there were 7 students (35 %) in good category with the mean score was 83.43. 13 students (65 %) in very good category with the mean score was 95.08.

Meanwhile, the results of the pre-test in control group showed that there were 5 students (25 %) in very poor category with the mean score was 43.20. 7 students (35 %) in poor category with the mean score was 60.57, 8 students (40 %) in average category with the mean score was 71.50. For the results of post-test in control group, there were 8 students (40 %,) in very poor category with the mean score was 54.00, 2 students (10%) in poor category with the mean score was 60.00, and 10 students (50 %) in average category with the mean score was 71.20.

B. The Statistical Analyses

The results of pre-test and post-test of experimental and control groups were counted by using SPSS 22. The analyses consisted of: (1) statistical analyses results of pre-test and post-test of experimental group by using paired sample t-test in which it was to find out the siginificant improvement of the tenth graders' reading comprehension score, and (2) the results in post-test of experimental and control groups by using independent sample t-test in which it was to find out whether there was significant mean difference on the tenth graders' reading comprehension score after being taught by using TPS Technique and those who were not.

C. The Results of Paired and Independent Samples T-Test of Experimental and Control Groups

Table 7. *Paired and Independent Sample Statistics and Differences*

Variable	Paired T-Test								Independent T-Test
	Experimental				Control				
	Pretest	Posttest	Mean Diff. (pre & post Exp within)	t-obtained & Sig. (pre & post Exp within)	Pretest	Posttest	Mean Diff. (pre & post Con. within)	t-obtained and Sig. (pre &post Con. within)	t-obtained and Sig. (posttest Exp& Con within
RCA	53.2	91.00	37.8	12.018 ,000	60.6	63.20	2.600	1.047 ,308	11.101 ,000

Based on the paired sample T-test, the mean score of pre-test in experimental group was 53.20, and the mean score of post-test was 91.00, it means that the mean difference was 37.800. Besides, the t-obtained was 12.018. On other hand, in control group the mean score of the pre-test was 60.60, and the post-test was 63.20. The mean difference of pre-test and post-test was 2.600, and t-obtained was 1.047. Since t-obtained was higher than t table of df 19 was 2.093, the null hypothesis ($H_0 1$) was rejected and alternative hypothesis ($H_a 1$) was accepted. It could be concluded that there was an improvement from pre-test to post-test in experimental and control groups. It was proved from the mean difference of experimental and control groups. For experimental group, the mean difference was higher than mean difference in control group (37.800 > 2.600).

Mean while, based on independent sample T-test, the t obtained was 11.101. At the significant level of p-value < a-value (0.000 < 0.05) for two tailed tests with (df) 38, so the t table 2.024. Since the t obtained was higher than t table, the null hypothesis was rejected and alternative hypothesis was accepted. It was concluded that there was significant difference between the students who were taught by Using Think Pair Share Technique and those who were not. So, it can be stated that Think

Pair Share Technique was effective to improve students reading comprehension of the tenth graders of SMA LTI IGM Palembang.

D. Interpretation

From the statistical analyses, the researcher interpreted the research findings in this section. First of all, statistically the students in experimental group showed a significant improvement in their reading comprehension after giving a treatment. It also happened to the control group, but the improvement score was not too significant. Since, the t obtained was higher than t table, the null hypothesis (H_0) was rejected and (H_1) was accepted.

In this study, the researcher assumed that Think Pair Share Technique was effective to improve students' reading comprehension for some. First, Think Pair Share is one of the techniques that used to engage the students to participate in teaching and learning process. It was supported by Allen (2007) that Think Pair Share Technique can be used to engage students in active learning. The researcher inferred that the students became confident, and active during the reading class because they enjoyed the study. Second, in Share step, the students could share their answer, idea and understanding with another pair directly. This also was supported by Allen that Think Pair Share Technique invites the students to share their understanding in kinesthetic and visual modes (2007, p. 107). The last, Think Pair Share Technique made the classroom more productive, because the students had discussion with their pair about the correct answer, idea, specific information before sharing the results with the all classes. Lyman (1981) also revealed that Think-Pair-Share Technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing the with the whole class (as cited in Fauziyati and Istianah, 2013).

Besides, the researcher used interesting multimedia to grab the students' attention during teaching and learning process. According to Han (2010), multimedia deals with the reading course more interesting and the students are more active, and to arouse students' reading interest and to enhance their motivation. For example, using pictures, and power point related to the material. It was easier for the researcher to explain and convey the material, and the students more focus on the study because it was eye catching.

Furthermore, during the teaching and learning process, the researcher gave a handout for each student, it was useful for them to comprehend the material, and don't need to write on their paper. With provided handouts, students do not need to write fast without focus on the concepts. Therefore, they have more time to listen and focus on the educational content (Avval, Jarahi and Ghazvini, 2013). The handout consisted of the text and the questions, so the students could read and answer the text directly and did not need to write the questions on the paper or their book. Fourth, during the teaching and learning process, the researcher allowed the students to open their dictionary if they got difficulties in understanding unfamiliar word. Kaivanpanah and Alavi (2008) suggested that teachers should encourage learners to use a dictionary to find the particular meaning of an unfamiliar word. By looking for meaning of unfamiliar word in dictionary, the students got new vocabulary and understand the text, more often the students got new vocabulary, it means that the students had a good comprehension in reading text.

3. Conclusion and Suggestion

A. Conclusion

This research study was about using Think Pair Share Technique with descriptive text to improve students reading comprehension of the tenth graders of SMA LTI IGM Palembang. In line with the previous chapter, it can be concluded that the use of Think Pair Share Technique could improve students' reading comprehension. The main data of this study were gathered through administering pre-test and post-test score. Before giving a treatment (Think Pair Share Technique), the students in experimental and control groups have the lower score than other classes, and their average scores were under KKM. After giving a treatment, the score of the students in experimental group have significant improvement and their average score upper KKM, it means that the null hypothesis was rejected and alternative hypothesis was accepted.

B. Suggestion

For the student,in relation to the development of the students' reading comprehension skills, it is recommended for the students to use the Think-Pair-Share technique as one of their learning strategies to improve their reading comprehension skill. Besides, they may ask their English teacher if they find difficulties in understanding the reading texts.

For English teacher, it is suggested to apply the Think-Pair-Share technique since it is beneficial not only in improving the students' reading skill but also in increasing the students' collaborative learning with their friends.

For further researchers, the implementation of Think Pair Share Technique in reading comprehension could improved the students' reading comprehension score. Further researchers are recommended to use Think, Pair Share Technique on different level of education in order to see the success of Think Pair Share Technique in reading comprehension. Besides, the further researcher can take bigger sample of the research, in order to find the difference result from the present study.

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