CHAPTER IV

FINDING AND DISCUSSION

In this chapter, it discussed the results of the research that has been carried out by researcher in which discussed data processing in statistical form, knowing the validity of research instruments, the reliability of research instruments, hypothesis testing and discussion of findings.

A. Finding

1. The Effect of the Use of Think-Pair-Share Strategy in Students' Reading Comprehension on Narrative Text at SMAN 5 Pamekasan

In collecting data, researcher collects data using several research instruments, namely the implementation of tests and documentation. To be able to find out whether the use of Think-Pair-Share strategies can improve students' reading comprehension ability, researcher needs scores to find out whether there is an improvement in the learning process. So that in this discussion discussed the results of student scores obtained in the pre-test and post-test and explain when implementing treatment.

a. Data Presentation of Pre-Test

The pretest was conducted in by the researcher to know the score of students in reading comprehension test using narrative text. The test was conducted on 20 March 2024 at 08.30 am. Pre-test was provided by the researcher in an experimental study before the students received a treatment. At the first meeting, the researcher gave a pre-test to the students to know their score in reading comprehension ability using narrative text. The procedures of pre-test were as follows:

1) Researcher provided tests in the form of questions with 10 multiple choice and 10 essays
2) The student was instructed by the researcher on how to complete the test.
3) In 40 minutes, the sample completed the test.
4) The students' tests were gathered by the researcher

b. The Presentation of Treatment

In this section, the researcher describes how the treatmen was carried out to apply the Think-Pair-Share strategy to students in an effort to improve students' reading comprehension ability. The treatment was conducted on March 21 at 09.00 am and on March 26 at 09.00 am. The treatment was carried out in 2 meetings. The procedures of treatment were as follows:

Meeting 1:

In the first meeting, the researcher started the class by greeting the students and giving an overview of the lesson to be conducted in the meeting. The researcher explained the material that would be used and explained a little about the procedures in learning that would be used by students in the learning process. In applying the Think-Pair-Share strategy, the researcher provided students with narrative text by giving 10 questions to support the learning process.

At the meeting the researcher used the Think-Pair-Share procedure were as follow:

1) The researcher provided narrative text as a learning medium in the application of the Think-Pair-Share strategy.

2) The researcher began to introduce the learning strategy that has been used to students.
3) The researcher started the learning by asking students questions related to the things in the narrative text provided.
4) Teacher gave students a few minutes to think about the answer about questions given independently.
5) Teacher asked students to pair with other students in the classroom.
6) The researcher asked each group to share their answers by exchanging ideas and thoughts to other students.
7) The researcher asked some students to share their answers and ideas with the whole class.

Meeting 2:

In the second meeting, the researcher gave the narrative text to students and gave 10 questions to answer by applying the Think-Pair-Share strategy. Similar to the treatment in the first meeting, in the second meeting the researcher applied the procedures of Think-Pair-Share to the students were as follow:

1) The researcher provided narrative text as a learning medium in the application of the Think-Pair-Share strategy.
2) The researcher began to introduce the learning strategy that has been used to students.
3) The researcher started the learning by asking students questions related to the things in the narrative text provided.

4) Teacher gave students a few minutes to think about the answer about questions given independently.
5) Teacher asked students to pair with other students in the classroom.
6) The researcher asked each group to share their answers by exchanging ideas and thoughts to other students.
7) The researcher asked some students to share their answers and ideas with the whole class.

c. The Presentation of Post-Test

After the treatment was carried out twice by applying the Think-Pair-Share Strategy which aimed to improve students' reading comprehension ability, then the researcher carried out the post-test which aimed to determine the score of the students' test results in reading comprehension questions after the treatment. The score of post-test are compared with score of pre-test. Then, the researcher can found the differences between before being taught by applying Think-Pair-Share strategy and after being taught by applying Think-Pair-Share strategy on the teaching reading comprehension using narrative text. The procedures of post-test were as follows:

1) The researcher distributed the test to the students
2) The researcher explained to the student how to work out the test
3) The students did the test in 40 minutes
4) The researcher collected the test from the students

d. The Presentation of Documentation

The data were obtained from documentation as follow:

1) The List of student names in EBIS 8th grade at SMAN 5 Pamekasan.

Table 4.1 Students Name List

NO	STUDENTS NAME LIST
1.	Alifatul Jannah
2.	Anita Fidarisma Hairumi
3.	Aulya Jihan Nabila
4.	Desi Nofi Oktavia
5.	Eka Yuliyana Safitrih
6.	Galan Adiyaksa
7.	Liriya Devi Isantari A
8.	Marsa Juwita Saputri
9.	Maulana Malik Ibrahim
10.	Mery Yuliana Ramadhani
11.	Moh Ridwan Firdaus
12.	Mufidatul Aida
13.	Nina Lusiana
14.	Nur Holifah Agustini
15.	Rayhan Ramadhana
16.	Rofita Anggraini
17.	Suci Rosditya Muhlisa

2) Teaching module, see appendicces, 78.

e. Result of Test

At this point the researcher presents the results or scores obtained by students in the two tests carried out namely pre-test and post-test.

1) Score of Pre-Test and Post-Test

Researcher obtained pretest and posttest scores from the results of tests conducted on XI-EBIS class with a total of 17 students, where the test was conducted on March 21,27, 2024. The result shows below.

Table 4.2 Table of Pre-Test and Post-Test Score

NO	STUDENTS NAME LIST	SCORE OF PRE-TEST	SCORE OF POST-TEST
1.	Alifatul Jannah	**52**	**83**
2.	Anita Fidarisma Hairumi	**44**	**90**
3.	Aulya Jihan Nabila	**54**	**78**
4.	Desi Nofi Oktavia	**54**	**93**
5.	Eka Yuliyana Safitrih	**55**	**95**
6.	Galan Adiyaksa	**49**	**62**
7.	Liriya Devi Isantari A	**30**	**86**
8.	Marsa Juwita Saputri	**83**	**83**
9.	Maulana Malik Ibrahim	**43**	**62**
10.	Mery Yuliana Ramadhani	**30**	**67**
11.	Moh Ridwan Firdaus	**55**	**72**
12.	Mufidatul Aida	**63**	**82**
13.	Nina Lusiana	**68**	**78**
14.	Nur Holifah Agustini	**62**	**91**
15.	Rayhan Ramadhana	**48**	**68**
16.	Rofita Anggraini	**52**	**85**

17.	Suci Rosditya Muhlisa	**25**	**85**

2. The Significant Improvement of Reading Comprehension Skills in Students After Receiving Treatment

a. Normality of Test Instrument

Before conducting data analysis to determine whether there is significance in the test instruments used by researchers during the research process, the researchers conducted a normality test to obtain the results of whether the test instruments used in the pre-test and post-test can be said to be normal by analyzing the results of the test scores obtained in the pre-test and post-test. Researchers used the SPSS application to determine the results of the normality test from the scores obtained, which are presented on table below.

Table 4.3 Test of Normality

	Kolmogorov-smirnov[a]			Shaphiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,155	17	,200*	,956	17	,560
Posttest	,164	17	,200*	,932	17	,237

*.This is a lower bound of the true significance.
a.Lilliefors Significance Correction

From the results of the data presented in the table above, it shows that the significance obtained is 0.560 and 0.237 where this score can be said to be higher than 0.05 with a significance of 5% so that it can be stated that the score results from the test instrument on the pre-test and post-test can be said to be normally distributed based on the formula if Sig. > α 0.05 then the data can be declared normally distributed. Researchers used the results of data

analysis from the Saphiro-Wilk side because in the research that has been done, the number of samples in the study is not more than 100 samples.

b. Validity of Test Instrument

After knowing the results of the pre-test and post-test scores with the test given by the researcher, furthermore, the researcher proved the validity of the test given as an instrument in this study, where the test given by the researcher had valid content contained in making questions because the material contained has been used by the teacher, so that researcher could state that the test used had content validity.

c. Reliability of Test Intrument

After ensuring the validity of the previous research instrument, this time the researcher proves the reliability of the questions that became the research instrument. To analyse the reliability of the questions tested, researcher used the SPSS 29 application using the Cronbach Alpha Formula to check whether the tests and questions used by researcher in the research process were reliable or not, are as follow:

Table 4.4 Reliability of Pre-Test

		N	%
Cases	Valid	17	100,0
	Excluded[a]	0	,0
	Total	17	100,0

a. Listwise deletion based on all variables in the procedure.

Table 4.5 Reliability Statistic

Cronbach's Alpha	N of Items
,610	20

Table 4.6 Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	48,65	164,993	,537	,540
X2	49,24	168,191	,514	,547
X3	47,76	167,566	,525	,545
X4	49,53	199,515	,032	,524
X5	50,41	203,632	,016	,618
X6	50,12	176,610	,510	,558
X7	49,53	198,265	,051	,621
X8	48,35	173,118	,405	,565
X9	48,94	175,434	,376	,570
X10	48,35	188,743	,166	,605
X11	46,59	209,632	-,121	,622
X12	48,41	211,132	-,138	,642
X13	47,82	181,529	,399	,572
X14	47,41	182,007	,399	,573
X15	48,53	225,265	-,352	,669
X16	48,47	177,015	,521	,558
X17	46,00	207,125	,000	,611
X18	48,18	210,904	-,137	,648
X19	46,71	187,596	,394	,579
X20	50,00	207,125	-,039	,618

Table 4.7 Reliability of Post-Test

		N	%
Cases	Valid	17	100,0
	Excluded[a]	0	,0
	Total	17	100,0

a. Listwise deletion based on all variables in the procedure.

Table 4.8 Reliability Statistics

Cronbach's Alpha	N of Items
,610	20

Table 4.9 Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	75,59	93,757	,412	,426
X2	75,59	96,882	,309	,446
X3	76,76	81,441	,500	,374
X4	75,29	99,971	,343	,451
X5	75,00	109,750	,000	,491
X6	77,65	96,993	,121	,489
X7	75,88	82,985	,640	,358
X8	77,65	127,618	-,421	,625
X9	75,29	99,971	,343	,451
X10	75,59	93,757	,412	,426
X11	75,47	105,515	,156	,479
X12	76,18	105,279	,024	,503
X13	75,35	108,618	,007	,495
X14	76,24	121,816	-,365	,581
X15	76,94	94,684	,266	,449
X16	76,18	103,529	,080	,491
X17	75,29	105,471	,326	,472
X18	75,59	109,882	-,076	,514
X19	75,00	109,750	,000	,491
X20	77,47	86,515	,464	,396

From the results that have been obtained using SPSS 29, researcher got results that show the reliability numbers on the pre-test are (0,610) and post-test with the results (0,490). Before analysing more deeply whether the results of the pre-test and post-test could be declared reliable or not, it is necessary to know the level of significance and r *table* based on the number of samples in the research study as follow:

Table 4.10 Table of Coefficient Value of Correlation Rproduct Moment

	The distribution value r $table$
Significance	5%
N	17
r *table*	0,455

To find out whether the test is reliable or not, the researcher compares the value obtained from the analysis using the Cronbach Alpha formula with the r *table*. However, it is necessary to determine the degrees of freedom using the formula below:

df = N-1 =17-1 = 16

df : degree of freedom

N : Number of cases

With the degrees of freedom formula, it is known the significance level of 5% with using 16 as the sample size, it can be seen that the critical value is 0.468. So we can interpret that the pre-test score is (0,610) and for the post-test score is (0,490) which shows that both scores are higher than the r *table* score

(0,468). So researcher believed that the test used by researcher as a research instrument can be said to be reliable.

B. Discussion

1. The Effect of the Use of Think-Pair-Share Strategy in Students' Reading Comprehension on Narrative Text at SMAN 5 Pamekasan

a. Data Analysis

At this stage, the researcher analyses the results of the data that has been obtained during the research, namely the pre-test and post-test results to determine the significance of the application of the Think-Pair-Share learning strategy to students to improve their reading comprehension skills. To analyse the data, researcher used the SPSS application with the paired sample t test formula to avoid errors in analyzing the data.

The results of the analysis using SPSS can be seen in the presentation table below.

Table 4.11 Paired Sample Statistic

		Mean	N	Std. deviation	Std. Error Mean
Pair 1	Pre	51.00	17	14,392	3,941
	Post	80.00	17	10,476	2,541

Table 4.12 Paired Sample Correlation

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	Pre & Post	17	,182	,242	,485

Table 4.13 Paired Samples Test

		Paired Differences								
					95% Confidences Interval of Difference				Significance	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	One-Sides p	Two-Sided p
Pair 1	Pre-Post	-29.000	16,186	3,926	-37,322	-20.678	-7.387	16	<,001	<,001

In table 4.10, it can be seen that the average pre-test score is 51%, while the average score in the post-test is 80%. As for table 4.11, it can be seen that the correlation value of the pre-test and post-test is 0.182. So that the calculation of the two tables produces a significance figure which can be seen in table 4.12 with a known the t *value* is (-7.387) with a significance level of (0.001). To test whether the data that has been analysed shows significance, hypothesis testing is carried out at the next point.

b. Hypothesis Testing

Hypothesis testing is a statement in quantitative research predicting the relationship between two variables. Hypothesis testing is very important where the goal is to determine whether the null hypothesis or alternative hypothesis will be accepted from the results of the research that has been conducted. So that the hypothesis test answer exactly the prediction of whether there is a change in learning outcomes before the implementation of the learning strategy and after the implementation of the learning strategy by calculating and comparing the t *value* with the t *table*.

To re-estimate the t-*value* from the results of the scores on the pre-test and post-test, researcher uses the formula below:

1) The formula used to calculate the average value of the sample before treatment.

$$X\ \frac{\sum xi}{n} = \frac{867}{17} = 51$$

2) The formula used to calculate the average value of the sample before treatment.

$$Y\ \frac{\sum yi}{n} = \frac{1360}{17} = 80$$

3) The formula for the Paired Sample T-Test Test

$$T = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r - \left(\frac{S_1}{n_1}\right)\left(\frac{S_2}{n_2}\right)}}$$

$$T = \frac{51 - 80}{\sqrt{\frac{207}{17} + \frac{110}{17} - 2.\,0{,}182 - \left(\frac{207}{17}\right)\left(\frac{110}{17}\right)}}$$

$$T = \frac{-29}{\sqrt{\ 18,647 + \ -0{,}36\ (8{,}88)}}$$

$$T = \frac{-29}{\sqrt{\ 18,647 + \ -3{,}196}}$$

$$T = \frac{-29}{\sqrt{\ 15{,}451}}$$

$$T = \frac{-29}{3{,}93}$$

$$T = -7{,}387$$

After the analysis using the paired sample t test formula and knowing the results of the t *value* of the pre-test and post-test data, where the result is (-

7.387). Then the number compared with the t table with a significance level of 5% to find wether Ha (alternatif hypothesis) is rejected or accepted.

1) If t_o > t *table* then Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected.
2) If t_o < t *table* then Ha (alternative hypothesis) is rejected and Ho (null hypothesi) is accepted.

Before comparing with t *table*, the degree of freedom (df) must be determined by formula df = N – 1

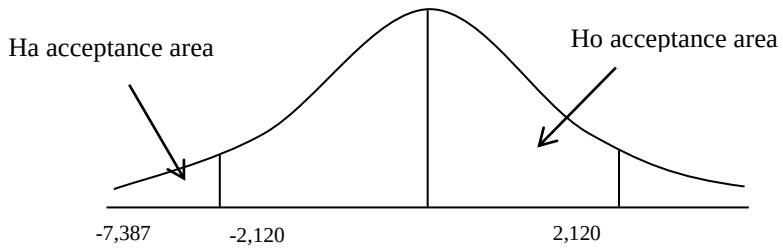
df = N – 1

= 17 – 1

= 16

It is known that df = 16 with a significance level of 5% so that it can be seen that the t *table* is 2.120. If a two-sided test is carried out, it can be interpreted that -7.387 < -2.120 so that Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected. We can see the presentation of this data in the table of acceptance or rejection of Ha or Ho according to Sugiyono below:

Table 4.14 Two-sided curve table



It can be seen in table 4.13 where the t *value* is in the place of Ha acceptance, so it can be concluded that Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected.

In the research process, researcher found a lack of ability in understanding a text for some students who were sampled in the research process conducted by researcher, this can be seen from the pre-test score where the average obtained from all existing scores with a total of 17 students was only at 51.

After giving the pre-test as an initial test before the treatment where the researcher used the learning strategy using the think-pair-share method as variable X or variable that aims to affect variable Y, namely the students' ability in reading comprehension. Where in the learning process the researcher gives two different narrative texts at two different times by applying the think-pair-share strategy in the learning process.

So that in the post-test, it is known that the average score of students from a large sample of 17 people is at 80, where in this case it can be seen that there is an increase in reading comprehension skills in students after being given treatment in the form of learning using think-pair-share strategies. By comparing the average results of the two tests that have been carried out, it can be seen that the pre-test (51) < post-test (80).

Other evidence can be seen that there is a significant effect on students' learning abilities after the treatment by looking at the data analysis where the two-way significance value is at (0.001) where the figure is smaller than (0.005) based on significance at 5% with a hypothesis test stating that if the sig. (2-tailed) < 0.05 then Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected.

The utilization of the Think-Pair-Share strategy demonstrates considerable support for enhancing students' reading comprehension abilities. By engaging students in active participation and collaboration, this approach promotes deeper understanding of textual material. As stated by Siti and Wahyuni that by using Think-Pair-Share strategy the whole content with their classmates, students who follow the Think Pair and Share strategy gain confidence in their reading assignments. Students found that the Think-Pair-Share strategy made it easier for them to understand the text than if they had read it independently.[1]

In the application of Think-Pair-Share in the research process conducted by the researcher, the researcher also found that during the research and implementation of the strategy, students were also trained in improving their communication skills with each other.. This is in line with what was conveyed by Agus Suprijono who stated that in a group discussion, there is fair possibility that the students improve their communication skills. In a group, while sharing their opinions and exchanging views with others, they will automatically improve their communication skills[2]

The implementation of Think-Pair-Share also makes learners more confident in conveying their ideas at the end of the learning process with the previous process of learners analysing the narrative text given and trying to

[1] Siti Nurbaya, Wahyunu Fitria, "Think Pair and Share For Junior High School Students' Reading Comprehension," *IJER* 2, no. 1 (October, 2017), 40. http://edujurnal.iainjambi.ac.id/index.php/ijer.
[2] Agus Suprijono, *Cooperative Learning: Teori dan Aplikasi PAIKEM*. (Pustaka Pelajar. Yogyakarta, 2011). 35.

answer the questions given, as well as the process of sharing ideas with friends in the group so that they are more comfortable with the discussion process so as to provide confidence in determining the correct answer to the questions that have been given. This is in line with the explanation given by Yolanda and Witri who stated that Using this technique improves student communication during class discussions. With this approach, the students collaborate as a team in addition to working individually. Students read a section about narrative text in the first step. Next, they evaluate the passage and attempt to respond to the question on the assigned worksheet. The following step involves them getting together with others to form small groups and exchanging thinks in order to learn new information that they were not previously aware of and determine the best answer.[3]

2. **The Amount of Significant Improvement of Students' Reading Comprehension Skills after the Treatment.**

In the research process, researcher obtained data in the form of pre-test and post-test scores where the average value of the pre-test was 51 and the average value of the post-test was 80. With the data that has been obtained by researcher, the researcher then process and analyse the data using the paired t test formula using the SPSS application and find the nikau t *value* using the calculation formula.

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[3] Yolanda Marza Ageasta and Witri Oktavia, "Using The Think-Pair-Share Strategy in Teaching Reading Narrative Text for Junior High School Students," *Journal of English Teaching* 7, no. 3 (September, 2018): 502, http://ejournal.unp.ac.id/index.php/jelt.

In the previous data analysis, researcher used the paired sample t test formula to process the data from the pre-test and post-test scores, finding that the paired sample t test using the SPSS application showed that the two tailed significance was at 0.001 which was smaller than 0.005 which interpreted that there was significance from before the learning strategy was given and after the treatment.

Whereas the T test used a formula to find the t *value*, where the t value of the pre-test and post-test data is -7.387, if in a two-sided test, with a t *table* that has been found to be 2.120 based on the number of N (sampele) after using the degree of freedom formula, that is (df = N-1), df = 17 - 1 =16), the connotation of the t *table* also be changed following the t *value* result which is a negative number. Thus, the interpretation of the data obtained is -7.387 < -2.120 where it can be concluded that -t *table* is higher than -t *value* so that the alternative hypothesis is accepted and the null hypothesis is rejected.

At this stage, the researcher explained the discussion on this research. This research was conducted on eighth grade students at SMAN 5 Pamekasan, involving 17 students as samples in the research conducted. This study was conducted for 4 meetings where the first meeting was the implementation of the pre-test, the second and the third meetings were the provision of treatment and the fourth meeting was the implementation of the post-test.

In the course of this research, the researcher identified a deficiency in reading comprehension among certain sampled students, evidenced by the pre-test scores indicating an average of only 51 out of a total of 17 students.

Subsequent to administering the pre-test, the researcher implemented a teaching intervention utilizing the Think-Pair-Share strategy to enhance the students' reading comprehension ability, with the aim of influencing the post-test scores, which indeed showed a notable improvement, with an average score of 80.

A comparison of the average scores between the pre-test and post-test affirmed the effectiveness of the intervention, indicating a significant increase in reading comprehension skills post-treatment. Statistical analysis using the paired t-test further corroborated these findings, revealing a two-tailed significance value of 0.001, which was below the threshold of 0.005, signifying statistical significance. The calculation of the t *value* reinforced this conclusion, with a resulting value of -7.387, which indicates that the value is smaller than -t table of -2.120. Therefore, the alternative hypothesis was accepted, confirming the positive impact of the teaching intervention on students' reading comprehension abilities.

Through the initial thinking phase, students individually process the text, allowing them to internalize information and grapple with comprehension challenges independently. The subsequent pairing stage facilitates peer interaction, wherein students articulate their interpretations, clarify uncertainties, and exchange insights, thereby enriching their comprehension through dialogue and collaborative sense-making. Finally, the sharing phase offers students the opportunity to articulate their thoughts to the wider group, fostering communication skills and consolidating understanding through verbal expression. The findings are in line with those presented by Maryoto who stated

that The Think-Pair-Share type cooperative learning model that focuses more on thinking in pairs can make students easy to interact with others, appreciate any differences that exist and students can be responsible for learning. [4]

In the implementation of Think-Pair-Share, students are prompted to reflect on concepts individually, discuss them with a partner, and then share their insights with the larger group. This approach fosters critical thinking skills as students articulate their thoughts and listen to diverse perspectives. Similarly, teachers have the chance to observe students' understanding first hand and facilitate deeper exploration of topics through guided discussions. This is in line with the advantages described by F Lyman who states that both students and teachers have more opportunities to ponder and participate in group discussions.[5]

The implementation of Think-Pair-Share is a strategy that provides convenience for students in the learning process where there is a process of sharing ideas with other students, thus making the learning atmosphere more interactive and helping students in analysing the answers they get with group mates so that it makes it easier for them to make the right decision. The existence of this is in line with what is described by Santi and Olyvia who state that Think-Pair-Share provides a new atmosphere in learning English for students because they have more opportunities to interact with their friends.

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[4] Gunawan Maryoto, Pengaruh Pembelajaran Kooperatif Tipe Think-Pair-Share (Tps) Dan Numbered-Heads-Together (Nht) Terhadap Motivasi Dan Hasil Belajar Matematika. Jurnal Pendidikan, 17, no. 2 (September 2016). 121–128. https://doi.org/10.33830/jp.v17i2.271.

[5] F, T, Lyman, *The Responsive Classroom Discussion: The inclusion of all students. In A. Anderson (Ed.)* (Collage Park: University of Maryland Press, 1981)

This learning model increases students‟ enthusiasm in learning English, especially in reading.[6]

Moreover, empirical evidence supports the efficacy of the Think-Pair-Share strategy in improving reading comprehension outcomes. Research findings consistently demonstrate significant gains in comprehension levels among students exposed to this teaching approach. The interactive nature of the strategy fosters deeper cognitive processing and critical thinking skills, leading to enhanced comprehension and retention of textual content.

The research demonstrates a significant improvement in students' reading comprehension following the implementation of the Think-Pair-Share strategy. This is evidenced by the increase in the average pre-test score from 51 to 80 in the post-test. The paired t-test analysis reveals a two-tailed significance value of 0.001, which is less than the 0.05 threshold, along with a t-*value* of -7.387 compared to the critical value of -2.120, confirming that the Think-Pair-Share strategy significantly enhances students' reading comprehension skills.

[6] Santi Rosalia and Olyvia Revalita Candraloka, "The Effect of Using Think Pair Share to Improve Students‟ Reading Skills," *J-SHMIC : Journal of English for Academic* 10, no. 2 (31 August 2023): 155–65, https://doi.org/10.25299/jshmic.2023.vol10(2).13544