

## **THE EFFECT OF USING THINK PAIR SHARE TECHNIQUE TO DEVELOP STUDENTS' READING SKILLS AT VIII GRADE OF SMP NEGERI 2 KOTA JAMBI**

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### **ABSTRACT**

The objectives of the research are to how the effectiveness of Think Pair Share to teach reading comprehension. The method used in this research was Think Pair Share technique. The subject of the research is the eighth grade students of SMP Negeri 2 Kota Jambi. There are 36 students of the eighth class E, and 36 students of the eighth class F. The conclusion in this research is a significant difference of the effects on the students' reading comprehension between those who were taught using Think Pair Share and those who were taught without using think Pair Share. It can be proved from the score result of Null hypothesis ( $H_0$ ) is accepted if the value of t-test is the same or less than the value of t-table (  $t\text{-test} = t\text{-table}$  or  $t\text{-test} < t\text{-table}$ ). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table ( $5.437 > 2.032$ ). Alternative hypothesis ( $H_a$ ) is accepted if the value of t-test is higher than the value of t-table ( $t\text{-test} > t\text{-table}$ ). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table ( $5.437 > 2.028$ ). Based on the calculation analysis, it was found that there is improvement score on the students who were taught by think pair share technique. This can be seen from pre test result treatment and post test result after treatment.

**Keywords:** *Think Pair Share, Reading Comprehension.*

### **INTRODUCTION**

Reading is one of four language skills is highly needed for junior high school students because it skills have to be mastered first than other skills. Reading involves understanding written text that needs simultaneous experiences which are influenced by the reader's attitude and exercises which can be facilitated by employing appropriate strategy and technique. However, one of the insufficient results in junior high school is on reading comprehension. As students face a reading text, they often argue that is difficult understand the written text. What are the causes of his condition? The teacher's decision to use the method takes place in higher position. Nearly all teachers believe that students are bored when they study English in the conventional classroom-

atmosphere which puts them as passive learners rather than active learners. In reading class, the students only receive teacher's message rather than actively involved in learning process. Students are only expected to pay attention to the teacher's presentation, do the exercises in the classroom and, finally, do the exercises at home.

In addition, in this teacher-centered classroom students must compete and work individually in order to obtain high scores. Some students succeed but others fail. Thus, success depends on beating, defeating, and getting more than other people. Whereas social values like building students' awareness to help other students, cooperate in groups, trust each other that their friend will do their best in the group, are very

crucial to be recognized by students because later they will be in a real life situation where cooperation is more intended than competition.

Students' reading influences their abilities in comprehending the texts since it deals with the willingness to either approach or avoid reading situation. When students have desire to read, they will approach it, and when students do not have desire to read, they will avoid it. Student's only depends on the material from teacher. They read in the purpose of passing the examination and they do not have a certain time to read books (Nata Gede Dersana, 2014).

After visiting one teaching learning activity of this class, the researcher finds some situations in reading priority, because that is influence to learning process. The situations are the students cannot accurately and fluently using repeated oral reading. For example, the students find difficulties and are slow in understanding the material or the questions, because in reading skill there are usually a lot of reading materials, but most of the students are lazy to read. In fact, reading is a basic skill in English, just as important as speaking, listening and writing. And it is closely related with other subjects. Because most of the materials are given by the teacher are presented in written form, it means that to understand the materials, the student must have the ability to look at and get the meaning of the written texts.

There are probably many approaches that can tackle those problems. The proposed approach in this research is Cooperative Learning under the umbrella of Think Pair Share. It is learner-centered approach that emphasizes on all students' success, so that not only high-achieving students succeed but also average and low-achieving students. According to Cruickshank et al (2003) cooperative learning occurs when learners work together in small groups and are rewarded for their collective accomplishment. From cooperative learning we can see this statement according to Slavin (1995) Learning Model Think-Pair-Share a

learning model that provides an opportunity for groups to share results and information according to this structure proceeds as follows : (1.) Teacher poses a question (usually a low consensus question). (2.) Students think of a response. (3.) Students use interview procedure to share the answers (Olsen and Kagan, 1997:19; Olsen, 1997:88).

Relating to the discussion above, SMP Negeri 2 Kota Jambi has problems on reading for the eighth graders. Students cannot find the main points of the texts. Students only read the text without understanding the messages. Some students do not have dictionaries. So, students find it difficult to understand the message of the texts they read. Besides, students do not active in the class during the English lessons. They do not ask if they do not understand about the teacher explanation. Students keep their questions and never solve it because students are afraid to ask to their teacher. Besides, students do not have desire to compete to the other students. It is proved by the researcher PPL experience at SMP Negeri 2 Kota Jambi during three month started August until October 2018 and based on the interview which researcher did to students and teacher English.

The eighth grade in the first semester of 2018/2019 students are the subject of the research .The researcher finding problem in SMP Negeri 2 Kota Jambi the difficulties in learning English, especially in reading skill. The English teacher said that almost all students from every grade of that school have low capabilities in mastering English. The problem faced in teaching reading is the students are bored with the lesson. On the other hand, they have the difficulties in knowing the content of the text and identifying the structures of the text. They also have the difficulties in understanding and comprehending the meaning of the texts.

Nonetheless, the approach used by teacher can probably elevate students' reading skill. The appropriate method will motivate students to read more and more. By this way, hopefully students from day to day

become good reader and have high reading comprehension and are finally aware that reading comprehension can be improved by simultaneous activity.

Based on the statements above, the researcher held a research to know how far the ability of the eight grade students of SMP Negeri 2 Kota Jambi after they are taught using reading comprehension through think pair share teaching technique. Hence, the researcher conducted an action research focusing on reading ability of using think pair share for the eighth grade students of SMP Negeri 2 Kota Jambi in Academic Year 2018/2019.

There are many things which can be taken as the subject matters to be observed by people who want to do research in this field. The researcher has to narrow down the scope of the discussion of this research to one point only, so that the reader will not get confused. This study is focused on improving reading comprehension narrative text of the eight grade students of SMP Negeri 2 Kota Jambi through Think Pair Share Technique.

## **READING SKILL**

Reading skill is one of four English language skills that must be mastered in order to be able to communicate in English very well. Patel & Jain (2008:113) states that reading is the most activity in language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one is knowledge of the language. Reading also the routine activities carried out at any time, to obtain information from a text. Reading is not just to get information but have to go through an understanding of the content of the text or the intention and purpose of the author. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read (Astiyandha, 2012).

Snow (2002:11) defines reading comprehension as the process of

simultaneously extracting and constructing meaning through interaction and involvement with written language. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities for instant, attention, memory, critical analytic ability, inference, visualization ability, motivation (a purpose for reading, an interest in the content being read, self efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, and knowledge of specific comprehension strategies). In the other hands reading comprehension can be simply defined as the level of understanding of writing. Furthermore, it also refers to the ability of the students to involve the internal and mental process of thinking and understanding of printed form.

Similarly, Klinger et al. (2007: 8) describe that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Furthermore, Lems et al. (2010: 170) state that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.

For simply, reading comprehension is useful for gaining the information from a text and the skill can evaluate the students' vocabulary and then they also try to interpret the meaning. Therefore, in this present study the reading comprehension is defined as the process of constructing meaning from the text, which is used one type of reading that is reading for specific information. It is active activity that tries to identify the idea of the text, the specific information whether it is about detail express or detail implied, and the textual reference.

## **NARATIVE TEXT**

A narrative text is an imaginative story to entertain people. Generic structure of narrative text is Orientation it is about the opening paragraph where the characters of the story are introduced, second Complication where the problem in the story developed, third Resolution where the problem in the story is solved, last Reorientation lesson from the story.

## **THINK-PAIR-SHARE**

Cooperative learning is the one of most researched teaching models. It is a learning model which did not evolve from one individual is theory or from a single approach to learning. Arrends (2007:351) states that most developers of cooperative learning in heterogeneous group is beneficial for all students with lesser abilities learn more by working alongside those which have gather abilities and that latter benefit from the process of serving as tutors to their less-able peers.

Larsen-Freeman (2000:167), also states that in cooperative learning, students often stay together. The teacher usually assigns them to the groups so that the groups are mixed-males and females, different ethnic, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves. Jolliffe (2007:44), states that cooperative learning structures create a situation in which the only way group members can complete the task is if the whole group does.

Think-Pair-Share is a cooperative discussion that has 3 parts to the process student think about a question or an issue, they talk with a partner about their thoughts, then some students' share their discussion and thinking with the class. Ledlow (2001:1) states Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple, after asking question, the researcher tells

students to think silently about their answer. As a variation, you might have them write their individual answer. Then the teacher asks them to work in pair to compare or discuss their responses. Finally, the teacher calls randomly on a few students to summarize their discussion or give their answer. The random calls are important to ensure that students are individually accountable for participating.

Use of this strategy will help students to draw on background knowledge to understand ideas, gives students time to think, generate and analyze ideas, maintain a high level of engagement, participate in small-group interactions, synthesize information, develop and practice reading skills. Use of this strategy also helps teachers increase their wait time, thus increasing student think time, as well. Wait/think time has been demonstrated to be a powerful factor in improving student responses to prompts and questions.

## **TEACHING READING THROUGH THINK-PAIR-SHARE**

As what has been mentioned before, the application of this strategy in teaching learning process can improve students' interest in reading comprehension by using Think-Pair-Share technique; researchers will make the students learn more fun, active and not bored. Nessel & Graham (2007) states that, Think-Pair-Share encompasses each of the above dimensions while providing instructional benefits such as increased time on task, active involvement, and practice of reading skills. By applying Think Pair Share strategy, it will be more effective and interesting. Arrends (2007:354) states, Think Pair Share strategy has grown out of the cooperative learning and wait-time research. Arrends (2009:370-371) states there were three steps in teaching reading using think-pair-share, as follows:

Step 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.

**Step 2 Pairing:** Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teacher allow no more than four or five minutes for pairing.

**Step 3 Sharing:** In the final step, 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.

Therefore, by using think-pair-share the students can improve the quality of their responses. So that, students are actively engaged in think, thinking becomes more focused when it is discussed with a partner and to building on the other ideas is an important skill for students to learn. In addition, by using think-pair-share in teaching learning process in reading comprehension will be make the students easier to answer question about the reading text.

**RESEARCH METHODOLOGY**

Research is about inquiry that has systematic processes: a question, problem, or hypothesis, data and analysis of the data (Nunan, 1992: 2).The experiment is used in this research. There are forms of experimental design; in this research the researcher used True Experimental Design.

**Table.1 Experiment class and Control class**

|                        |            |                  |                 |               |
|------------------------|------------|------------------|-----------------|---------------|
| Experimenta<br>l Class | VII<br>I F | Pre<br>-<br>test | Treatmen<br>t   | Post<br>-test |
| Control<br>Class       | VII<br>I E | Pre<br>-<br>test | No<br>treatment | Post<br>-test |

There are some steps to know the effect of using think pair share technique toward student’s ability in reading. The first step will be given pre test; from this pre test the researcher will know student’s early score before they receive the treatment. Then from post test researcher will know student’s early score after the treatment. The last step researcher analysis score pre test and post test in this research

In order to ensure that it is easier for the researcher to conduct the research, he is willing to have his research on school. It is a junior high school commonly known as SMP Negeri 2 Kota Jambi in the academic year of 2018/2019. The research will be conducted from January 2019 till end. The population of this research is the eighth grade students of SMP Negeri 2 Kota Jambi in the academic year of 2018/2019

**Table 2. Population**

| No    | Class | Number of<br>the<br>Students |
|-------|-------|------------------------------|
| 1.    | VIIIA | 35                           |
| 2.    | VIIIB | 36                           |
| 3.    | VIIIC | 36                           |
| 4.    | VIIID | 37                           |
| 5     | VIIIE | 36                           |
| 6     | VIIIF | 36                           |
| Total |       | 216                          |

In choosing the sample, the researcher use cluster sampling. From the cluster sampling, the researcher got VIII F as the experimental group while VIII E as the control group. The numbers of sample in this research are two classes that consist of VIII F (36 students) and VIII E (36 students).

**Table 3. Sample**

| No.   | Class  | Number of<br>the<br>Students |
|-------|--------|------------------------------|
| 1.    | VIII E | 36                           |
| 2.    | VIII F | 36                           |
| Total |        | 72                           |

The sampling used in this research is cluster sampling technique. This technique is used when the population is divided into groups or classes. So, when the writer is willing to retain the research on SMP Negeri 2 Kota Jambi population, he can choose eight grade students. Then, the researcher takes two classes to be used in this research. The classes are VIII E class and VIII F class which consist of 72 students, one class for the experimental group and another one for the control group. After getting two classes as the sample of this research, then the writer determines the experimental class and control class.

In this research, the data are resulted from the test of students' reading comprehension in English.

#### 1. Pre-test

The first test is pre-test, pre-test text is done before presenting the treatment to know how for the students understand about English lesson in the class. The type of the pre-test is multiple choices. The researcher gave test to experimental class and control class to find out students' ability. There were twenty question in form of multiple choices be given to the students.

#### 2. Treatment

After the pre test was given to the students, the researcher gave treatment to the students. Treatment here meant the teaching way in sample class. There was different treatment given to experimental class and control class. In experimental class, the researcher taught by using TPS technique. The students' activities during the treatments or during the teaching and learning process used TPS technique to improving students' ability. While in the control class, the researcher taught by using text book and asking the students to about the material. The treatment in experimental and control class took 60 minutes for each meeting.

#### 3. Post-test

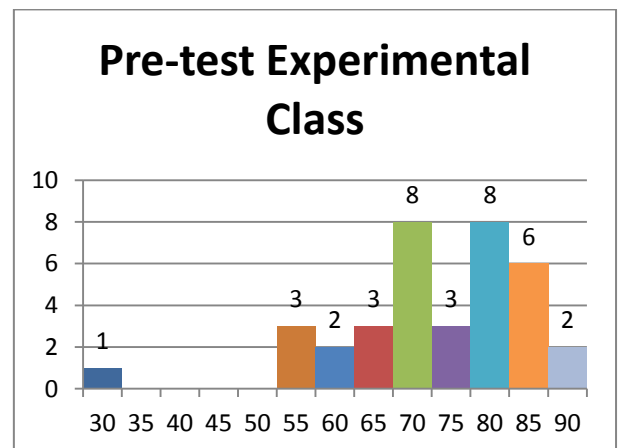
The test was given to the students after the treatment. It was administered to see the effect of the use of think pair share

technique in learning English process. There will be twenty questions in form of multiple choices.

The instruments used in this research will be pre- test and post test. The researcher used multiple choice tests to collect the data. Materials that will be taught to both experimental and control class will be taken from the text book entitled " Bahasa Inggris : When English Rings a bell for junior high school. In this research the tests were given in two meetings in pre test and post test to know students ability in reading.

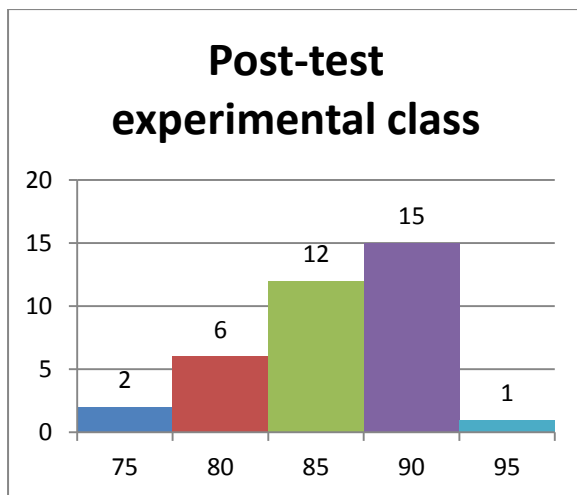
## FINDINGS

**Chart 1. The means score of pre-test in experimental class**



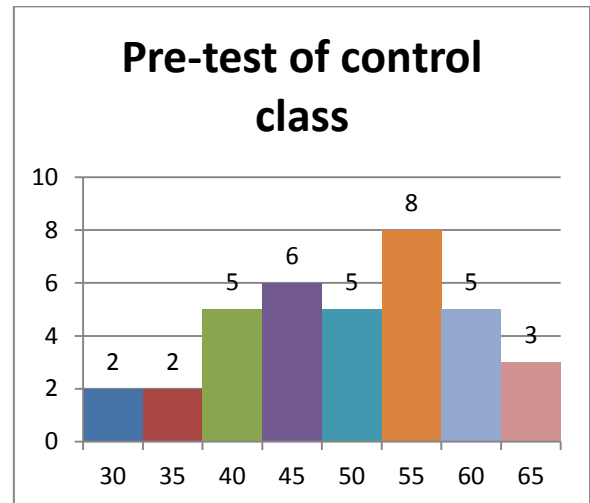
Based on histogram above, the researcher concluded the pre test in experimental class one students got score 30, three students got score 55, two students got score 60, three students got score 65, eight students got score 70, three students got score 75, eight students got 80 score, six students got score 85, and two students got score 90. The lowest students score got 30 and the highest students score got 90.

**Chart 2. The means score of post test in experimental class**



Based on histogram above, the researcher concluded the post test in experimental class is two students got score 75, six students got score 80, twelve students got score 85, fifteen students got score 90, and one students got score 95. The lowest students score got 75 and the highest students score got 95.

**Chart 3. The means score of post-test in control class**



Based on histogram above, the researcher concluded the pre test in control class two students got score 30, two students got score 35, five students got score 40, six students got score 45, five students got score 50, eight students got score 55, five students got score 60, and three students got score 65. The lowest students score got 30 and the highest students score got 65.

The researcher gave a treatment after the pre test. The treatment is teaching English about narrative text without think pair share technique. The duration treatment is 2x40 minutes after giving the treatment researcher giving post test.

## DISCUSSIONS

To know there is significant difference between experimental class score and control class score, t-test was higher than t-table. In order to see the significance between pre test and post test before and after treatment of experimental class, the formula would be used analyze the data; the researcher was compared between the score of pre test and post test.

**Table 4. Paired sample statistics in control class**

| Paired Samples Statistics |         |    |                |                 |
|---------------------------|---------|----|----------------|-----------------|
|                           | Mean    | N  | Std. Deviation | Std. Error Mean |
| Pair PRE TEST             | 49.5833 | 36 | 9.66400        | 1.61067         |

|   |           |         |    |          |         |
|---|-----------|---------|----|----------|---------|
| 1 | POST TEST | 63.3333 | 36 | 15.44576 | 2.57429 |
|---|-----------|---------|----|----------|---------|

**Paired Samples Correlations**

|        |                      | N  | Correlation | Sig. |
|--------|----------------------|----|-------------|------|
| Pair 1 | PRE TEST & POST TEST | 36 | .306        | .069 |

**Paired Samples Statistics**

|        |           | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|-----------|---------|----|----------------|-----------------|
| Pair 1 | PRE TEST  | 72.9167 | 36 | 12.26930       | 2.04488         |
|        | POST TEST | 85.9722 | 36 | 4.75386        | .79231          |

**Paired Samples Correlations**

|        |                      | N  | Correlation | Sig. |
|--------|----------------------|----|-------------|------|
| Pair 1 | PRE TEST & POST TEST | 36 | -.295       | .081 |

**Paired Samples Test**

|        |                      | Paired Differences |                |                 |   | t       | df    | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|-----------------|---|---------|-------|-----------------|
|        |                      | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |       |                 |
|        |                      |                    |                |                 | Lower                                     | Upper   |       |                 |
| Pair 1 | PRE TEST - POST TEST | -1.37500E1         | 15.50921       | 2.58487         | -18.99756                                 | 8.50244 | 5.319 | .000            |

Table 4 shows the findings of the t-test control class. The findings displayed that the value of t-test is 5.319 for control class and sig. (2 tailed) = .000, whereas the value of t-table with the degree of freedom 35 (df=36-1) and the level of the significance 0.025 are 2.028. From the calculation above it indicates that after getting treatment the control class was better.

**Table 5. Paired sample statistics in experimental class**

**Paired Samples Test**

|        |                      | Paired Differences |                |                 |   | T       | df    | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|-----------------|---|---------|-------|-----------------|
|        |                      | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |       |                 |
|        |                      |                    |                |                 | Lower                                     | Upper   |       |                 |
| Pair 1 | PRE TEST - POST TEST | 1.30556E1          | 14.40624       | 2.40104         | 17.92993                                  | 8.18119 | 5.437 | .000            |

Table 5 shows the findings of the t-test control class. The findings displayed that the value of t-test is 5.437 for experimental class and sig. (2 tailed) = .000, whereas the value of t-table with the degree of freedom 35 (df=36-1) and the level of the significance 0.025 are 2.028. From the calculation above it indicates that after getting treatment the experimental class was better.

## CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions, it can be concluded 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 research concludes that there was significance improvement on students' ability in pre test and post test. The value of t-test is 5.319 for control class and 5.437 for experimental class and sig. (2 tailed) = .000, whereas the value of t-table with the degree of freedom 35 (df=36-1) and the level of the significance 0.025 are 2.028.

Null hypothesis ( $H_0$ ) is accepted if the value of t-test is the same or less than the value of t-table (t-test = t-table or t-test < t-table). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table (5.437 > 2.028).

Alternative hypothesis ( $H_a$ ) is accepted if the value of t-test is higher than the value of t-table (t-test > t-table). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table (5.437 > 2.028). Thus, it proved that there is the effect of using think pair share technique to develop students' reading skills on eight grade students' of SMP Negeri 2 Kota Jambi.

The researcher was found out that the students were more interested in English learning by using think pair share technique, they feel more excited if they learning activity by using think pair share technique.

Based on the research, the writer proposed some suggestions as follows:

1. For the English teachers of SMP Negeri 2 Kota Jambi, they are suggested to keep on motivating their students to improve their English especially in reading ability. In addition, they are also suggested to make the teaching learning process more interesting and enjoyable for the students,

moreover keeps Think Pair Share technique to be applied or reference of variation on teaching especially reading.

2. For the students, since this technique could resolve the students' problem in reading comprehension so the researcher suggests the students to use think pair share technique continuously in learning process to the students in SMP Negeri 2 Kota Jambi. It is expected to realize the importance of think pair share technique and they should be enthusiastic when it was applied in another skill of English either written or spoken.
3. For the other researchers are suggested to use as a reference and be an alternative source and guidance in concluding the same study of obtaining better result. Therefore, the researcher also expects that this study can be continued by other researcher deeply.

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