

INCREASING STUDENTS' READING COMPREHENSION THROUGH THINK-PAIR-SHARE TECHNIQUE

***Nur Oktaviani¹⁾, Rofiqoh²⁾**

^{1,2)}English Education Study Program, Teacher Training and Education Faculty
Tadulako University, Palu

[*oktavianin429@gmail.com](mailto:oktavianin429@gmail.com)

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik think-pair-share dapat meningkatkan pemahaman membaca siswa kelas XI SMA Negeri 1 Tinombo. Peneliti menggunakan desain penelitian pra-eksperimen. Populasi penelitian ini adalah kelas XI SMA Negeri 1 Tinombo yang berjumlah 147 siswa. Sampel dipilih dengan menggunakan teknik purposive sampling. Jumlah sampel 27 siswa kelas XI MIA 1. Data dikumpulkan melalui pre-test dan post-test tentang membaca. Siswa diberikan beberapa tugas, tugas tersebut terdiri dari 10 pilihan ganda, 5 esai, 5 Benar dan Salah, dan 15 penyelesaian. Hasil penelitian menunjukkan nilai rata-rata pre-test siswa adalah 58.44 dan post-test adalah 85.11. Oleh karena itu, nilai t-hitung (12.95) lebih tinggi dari nilai t-tabel (1.795). Hal ini membuktikan bahwa hipotesis diterima dimana terdapat perkembangan siswa setelah diberikan perlakuan. Artinya Think-Pair-Share dapat meningkatkan pemahaman membaca siswa,

Kata Kunci: Peningkatan, Pemahaman Membaca, Teknik dan Think-Pair-Share

ABSTRACT

This study aims to find out whether or not the use of think-pair-share technique can increase reading comprehension of the eleventh grade students of SMA Negeri 1 Tinombo. This research used a pre-experimental research design. The research population was the eleventh grade students of SMA Negeri 1 Tinombo which consisted of 147 students. The sample was selected by using a purposive sampling technique. The number of the sample was 27 of class XI MIA 1. The data were collected through pre-test and post-test about reading. The result of this research showed the mean score of the pre-test of the students was 58.44 and the post-test was 85.11. Therefore, the t-counted value (12.59) is higher than the t-table value (1.795). It proves the hypothesis is accepted which means the Think-Pair-Share Technique can increase students' Reading comprehension.

Keyword: Increase, Reading Comprehension, Technique, Think-Pair-Share

INTRODUCTION

Reading is an active process which consists of recognition and comprehension skill. Lone (2011) claims that reading is the ability to recognize, and examine words or sentences and understand the information within. Moreover, Woolley (2011:15) states, "Reading comprehension is the process of making meaning from the text" To express a writer's ideas the readers need to read carefully in order to get the meaning.

Reading is difficult to analyze because it involves the most intricate working of the human mind, reading is a genuine cognitive process. Naluraya (2014:1) states, “reading is a complex process. Reading involves not the only idea but also the recognition of relationships and structures among ideas.” Reading involves not only the readers’ ability to read the text but also their ability to comprehend it. For this reason, most Indonesian students cannot understand what they have read, even though they have been learning for English. As affirm by Rahman (2018) that many EFL learners admit not enjoying reading in English. Therefore, students still do not know what they are reading even though they understand the word.

Nevertheless, result of pre-observation conducted in 7th December 2020 at SMA Negeri 1 Tinombo showed that the students’ reading comprehension has not met the expectation yet. Their ability to comprehend the passage was poor. Due to insufficient vocabulary knowledge which subsequently led them to unfavor reading activities. As a result, they found reading difficult skill to do.

Dealing with the problem the researcher applied ThinPair-Share Technique developed by Frank Lyman in 1981. This strategy allows students to work together to solve a problem or to answer a question about assigned reading. It requires students to think individually about the topic or to answer a question and share ideas with classmates. It is chosen on several grounds. Firstly, it can help students to think about a topic or answer a question. Secondly, the students can train their self-reliance when they are sharing. Finally, they have more time to get contact in with the discussion, especially in English discussion. It seems that the previous researches have conducted studies on teaching reading through TPS technique. Considering the problems above and regarding the advantages of think-pair-share above, the researcher is interested in conducting a research entitled “Increasing Reading Comprehension of The Eleventh Grade Students of SMA Negeri 1 Tinombo Through Think-Pair Share Technique.”

METHOD

This research applied a pre-experimental research design by conducting pretest, treatment, post-test. A test was used to administer a pre-test before treatment as prior

information of students' ability in reading comprehension. Meanwhile, post-test used to know the students' progress in reading comprehension.

This research population was the eleventh grade students of SMA Negeri 1 Tinombo. They consist of six classes. Based on the design of this research, the researcher chose one class as the sample by applied the purposive sampling technique. The sample was XI MIA 1. The research instrument of data collection was a reading test. The tests consisted of fourth parts; the first part consisted of 10 items of multiple choice, the second part consisted of 5 items of essay, the third part consisted of 5 items of True or False, and the last part consisted of 15 items of Completion.

FINDINGS AND DISCUSSION

FINDINGS

The research was conducted January 6th to February 17th, 2021. In collecting the data, researcher used test as the main instrument. The pre-test was applied before the treatment to measure students' reading comprehension. The post-test was conducted after the treatment. The research was conducted virtually, by seeing the conditions of the school and university due to the pandemic of Covid-19 that still spreading widely. The results of each test was compared to measure whether or not Think-Pair-Share Technique is effective to increase students reading comprehension of the eleventh grade students of SMA Negeri 1 Tinombo.

The pre-test was given to the students before got treatment. The researcher conducted pre-test for experimental group on Wednesday, January 6th, 2021, The results of pre-test are shown in Table 1.

Table 1. The result of Pre-test and Post-test

Class	N	Lowest score	Highest score	Total score	Mean score	Deviation	Square Deviation
-------	---	--------------	---------------	-------------	------------	-----------	------------------

Pre-test	20	58.44	82.22	1168.89	59.90		
Post-test	16	85.11	100	1702.22	79.17	533.35	15832.92

While the lowest score is 33.33. After comparing the students' scores with the minimum passing standard, there are 25% of students passed with the minimum passing grade, and 75% of students are failed. The mean score achieved by the students in pre-test is 59.90. Most of the students failed because they are not using correct punctuation, capitalization, and did misordering of pronouns when write the story.

The result of the students score in post-test have significantly changed. The table above indicates that the highest score obtained by students in post-test is 100 and the lowest score is 85.11. Furthermore, it is found that there are 90% of students passed the post-test, while 10% of students still fail and get a lower score under the minimum passing grade. The mean score of post-test is 85.11. It means that there is significant progress of the mean score of the experimental group from (58.44) in the pre-test to (85.11) in the post-test.

After getting the mean score of pre-test and post-test, the researcher then calculated the mean deviation and the sum of square deviation of the students' pre-test and post-test. The highest deviation score was 46.67, while the lowest score was 11.12. Then, the highest square deviation was 1975.80 and the lowest square deviation was 79.03. Moreover, the total deviation was 533.35 and the total square deviation was 1583.92. After getting the total of deviation and square deviation, it can be found that the mean score of deviation was 26.67. Then, by getting the mean score of deviation, it was found that the sum of square deviation was 1609.81

After calculating the sum of squared deviation, the researcher analyzed the data by using the t-counted formula to find out a significant difference. Testing hypothesis was used to prove the research is accepted or rejected. The researcher revealed the criterion of testing hypothesis was if t-counted is higher than t-table, the hypothesis is accepted, but if t-counted was lower than t-table the hypothesis is rejected. In order to attain t-table value and to find out the significance difference between the value of t-counted and t-table, the researcher applied formula to count the degree of freedom of the t-table by applying the df 19 ($N-1 = 20-1=19$) and 0.05 level of significance.

Furthermore, the value of the t-table was 1.795, while the t-counted was 12.95. As a result, it shows that the t-counted value was higher than the t-table value. It means that the research hypothesis was accepted. This research implies that the Think-Pair-Share technique has an effect on increasing students reading comprehension of the eleventh grade students of SMA Negeri 1 Tinombo.

DISCUSSION

This research aims to find out whether the use of the think-pair-share technique can increase students' reading comprehension. Based on the result of this research the students' levels of understanding can be increased by using Think-Pair-Share. They can understand the literal meaning and the inferential meaning. This technique can also be used to train students' critical thinking. The teaching and learning process style is student-centered, so the students did whole learning activities in the classroom.

The description of data collected through pre-test and post-test as explained in the previous study shows that the Think-Pair-Share Technique gave a positive impact on students' reading comprehension. In this case, students' reading comprehension was developed. It can be seen in the rate percentage of students' scores of pre-test and post-test. The students' scores have increased after applying the Think-Pair-Share Technique to the class.

Using Think-Pair-Share technique, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher includes increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

In line with the study by Shih and Reynolds (2015), think-pair-share integrated reading strategy instruction seems to be more useful in increasing motivation than using a traditional approach. However, when examined in terms of motivation type, both the traditional and intervention groups showed a statistically significant increase in intrinsic motivation.

Also, TPS learning can improve the students' cognitive ability and students' scientific attitudes as what found by Jatmiko (2018). In addition, the TPS technique enabled students to be more active and required them to activate their background knowledge through discussion in terms of shaping their critical thinking skills in the learning process as what observed by Sari 2018

Dealing with the explanation above, the Think-Pair-Share technique also has been effectively implemented in the teaching of writing. Applying the TPS technique can increase students' reading comprehension and allowed the students to interact with each other. To increase students' reading comprehension, they work together in pairs, are interested, and try to comprehend the text they have been read. Thus, it is clear to say that the acceptance of the hypothesis proves that the treatment was working. This fact relates to the previous research by Agussatriana (2020) that the Think Pair Share Technique is effective in teaching reading comprehension. Based on the finding of the research, it showed that grammar mastery positively correlated with speaking accuracy of the students. It can be seen that the result of value was higher than table score of product moment formula ($0.422 > 0.381$) even though in moderate/medium correlation.

CONCLUSION

After discussing and analyzing the data, the researcher concludes that using Think-Pair-Share Technique can increase reading comprehension of the eleventh grade students of class XI MIPA 1 of SMA Negeri 1 Tinombo. It was proved by the result of this research that the mean score of the pre-test of the students is 58.44 and the post-test is 85.11. Therefore, the t-counted value (12.95) is higher than the t-table value (1.729). It was proved that the hypothesis is accepted in which there was the development of the students after giving the treatment. It meant that the Think-Pair-Share Technique can increase students Reading comprehension also makes students get encouraged to be active in the class because they can express their idea.

ACKNOWLEDGMENT

The researchers give all her praises to the almighty God, Allah SWT, for all blessing, mercy, health, and opportunity given to us, so that we are able to complete this research. The researchers also do not forget to thank to the students from eleventh grade at SMA Negeri 1 Tinombo who have participated in our research investigation.

REFERENCES

- Agussatriana, A. (2020). Developing Students' Reading Comprehension through Think-Pair-Share Strategy. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(1), 41-50.
- Jatmiko, A., Kartina, Y., Irwandi, I., Fakhri, J., Aprilia, A., & Rahayu, T. (2018). Reading Concept Map- Think Pair Share (RemapTPS) Learning Model on Cognitive Ability and Sientific Attitude. Bandar Lampung: Universitas Islam Negeri Raden Intan Lampung.
- Lone, F.A (2011). Reading Habits of Rural and Urban College Students in the 21th Century. *Library Philosophy and Practice Journal*, 506.
- Lyman, F. (1981). *The Responsible Class Discussion*. Maryland: University of Maryland.
- Narulaya, D.R. Nadrun, Budi. (2014). Increasing Reading Comprehension of the Eleventh grade students through Think-Pair-Share (TPS) technique. *E-journal of English Language Teaching Society (ELTS) Vol. 2 No.1 ISSN 2331-1841*.
- Rahman, A. (2018) Emerging Factors of Communicative Language Teaching (CLT) and its Application in Indonesian English As a Foreign Language (EFL) Classrooms. *Langkawi: Journal of the Association for Arabic and English*, 3(2), 169-174.
- Shih, Y. C., & Reynolds, B. L. (2015). Teaching adolescents EFL by integrating Think-Pair-Share and Reading strategy instruction: A quasi-experimental study. *RELC Journal*, 46(3),221-235.
- Woolley, G.. (2011) *Reading Comprehension: Assisting Children With Learning Difficulties*. Springer Science: Business Media.