The Use of Think Pair Share Technique to Improve Students' Reading Comprehension in Report Text

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan terhadap kemampuan membaca siswa setelah diajar menggunakan *teknik Think Pair Share* khususnya dalam membaca teks report. Pendekatan penelitian ini adalah penelitian kuantitatif. Penelitian ini menggunakan desain *one group pretest* dan *posttest*. Tes membaca digunakan sebagai instrumen pengambilan data. Data ini di analisis menggunakan repeated measured T-test. Subyek penelitian ini 30 siswa dari kelas 2 pada SMAN 01 Tanjung Raya, Mesuji. Dari hasil penelitian menunjukan bahwa ada peningkatan yang signifikan dalam aspek membaca dimana pencapaian 14.53 dan level signifikannya adalah $p<0.05$ ($p=0.000$). Dengan ini disimpulkan bahwa, teknik Think Pair Share direkomendasikan untuk digunakan sebagai alternatif teknik untuk meningkatkan kemampuan membaca pada siswa.

The aim of this research was to find out whether there is any statistically significant difference of the students' reading comprehension achievement of report texts after the students were taught through Think Pair Share technique.The approach of this research was quantitative. The research used one group pretest and posttest design. The reading test was used as the instrument of collecting the data. The data were analyzed by using repeated measured T-test. The subjects of this study were 30 students from the second grade students of SMAN 01Tanjung Raya, Mesuji. The result showed that there was a statistically significant improvement of the students' reading comprehension achievement 14.53 with the significant level is $p<0.05$ ($p=0.000$). This suggests that TPS technique can be used as an alternative technique to improve reading comprehension achievement.

Keywords: think pair share technique, report text, Reading comprehension.

INTRODUCTION

Reading is one of language skills. Reading is very an important. The aim of reading is to get the knowledge and information about the problems face by the studentsor something they have not known before. For instance, someone who wants to know about Komodo Dragon: where it lives, how about komodos' body, and so on. To gain the answer, one of many ways people can do by reading the books or articles that answer those questions.

Paulston (1976: 157) states that reading is the most important skill of all for most students of English throughthout the world. It means that they are not only expected to understand the structure but also to comperhand the meaning of the text. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. English textbook is the major source for English lesson, so the teaching learning process needs to involve reading to communicate, share and catch the essential information and ideas of English lesson. As a matter of fact, reading dominates the teaching materials in most of English textbooks.

According to National Reading Panel (2001) reading is a set of skills that allows readers to rapidly decode text while maintaining high comprehension. Without comprehension, reading is just an activity to decode printed materials with no understanding. With this view in mind, reading should provide readers with meaningful messages that come from the texts.

The aim of reading stated in 2006 Curriculum is that students are able to understand monologue and functional texts. Monologue text is a text that should be mastered and known by the students especially in Senior High School. It can be in forms of short article, narrative text, recount text, procedure text, descriptive text, and report text while functional text is a text used for daily information. It is called functional because it helps the reader function in day-to-day life. It can be in forms of invitation card, TV schedule, advertisement, a memo, and a pamphlet notifying the public of grand opening.

Based on Syllabus of Senior High School, standard competence in reading is comprehending the meaning specific information of short functional text and simple monologue text in form report text and recount text, and basic competence is responding the meaning of simple monologue text that uses every kind of verbal language in accuracy, fluency, and accepted in daily life text. It means that the students should master to comprehend a text and understand the specific information in a monologue text especially in report text.

In teaching reading there are some media and techniques which are good for improving students' reading comprehension. One of the technique is Think Pair Share (TPS) technique. According to Crass (2007) think Pair Share (TPS) technique is a cooperative teaching stratgy that includes three

components; time for thinking, time for pairing, time for sharing. After receive a task from the teacher, they must think individually, then think and share with their pairs, and the next step, they sholud share to the other pairs while listening to the explanation from the other students. Every student should comprehend the text because each of them have obligation to explain it to the other students. So it is very important for thr students to start construction their ideas in their discussion in orrder to fine out they already knew and what they should have known.

Based on the background above, the researcher intended to find out the improvement of students' reading comprehension achievement after they were taught through Think Pair Share technique as the technique of instruction. Beside it was a new thing to observe, this research also could be useful for teacher to teach reading and improve students' reading comprehension ability.

METHOD

This research was quantitative in nature. The design was a one group pretest-posttest design. The writer used one class, where the students were given the pre-test before treatments and post-test after treatments. The population of this study was the second year students at SMAN 1 Tanjung Raya, Mesuji of 2016-2017 academic year. Class XI IPS 3 was taken for the sample of this study which consisted of 30 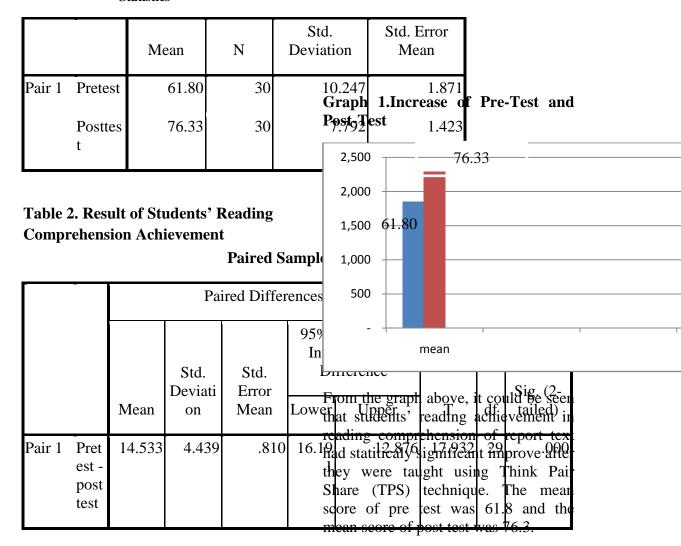students. The sample was taken rendomly by using lottery.The instruments of this research was reading test. The researcher chose the materials for the students based on the syllabus of the second semester for second grade of Senior High School. This research used the result of the tryout test to measure the validity, reliability, level of difficulties, and discrimination power of the tests. The total items of the tryout test was 40 items. The reseacher checked the students raeding comprehension achievement by giving two reading tests to the students. The vocabulary tests were pretest and post-test. There were 30 items including the five aspects of reading: determining the main idea, finding detail information, finding inference, finding reference, and understanding vocabulary. The dataanalyzed by using Repeated Measure t-test of SPSS (Statistical Package for Social Science) version 17.0.

RESULT

The result from the calculation by using *Repeated Measure t-test* (SPSS 17.0) showed that there was a statistically significant improvement of the students' mean score between pretest and the post-testwith the level significant 5% and degree of freedom 29. It meant that *t-value* was higher than *t-table*. Therefore, it could be stated that H_0 was rejected and H_1 was accepted. The sig 2-tailed was 0.000 (<0.05) which was lower than 0.05. It could be seen from Table 1 and Table 2.

Table 1. The Mean Scores of Pre-test and Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	61.80	30	10.247	1.871
Posttest	76.33	30	7.792	1.423

Table 2. Result of Students' Reading Comprehension Achievement

Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
Pair 1 Pretest - post test	14.533	4.439	.810	16.191 12.876	17.932	29	.000

Graph 1.Increase of Pre-Test and Post-Test

76.33

61.80

2,500 / 2,000 / 1,500 / 1,000 / 500 / - mean

From the table above it can be seen that the result of t-test computation, t-ratio is higher than t-table (17.932 2.045) and with the level of significance p 0.05 sig. 2-tailed is p=000 p 0.05. It means that there is asatisticaly significantimprovement of the students' reading comprehension after they were taught through TPS technique.

From the graph above, it could be seen that students' reading achievement in reading comprehension of report text had statitically significant improve after they were taught using Think Pair Share (TPS) technique. The mean score of pre test was 61.8 and the mean score of post test was 76.3.

DISCUSSION

Based on the result of the research, it can be seen that there is a difference of the students' reading comprehension achievement after being taught using Think Pair Share (TPS) technique. It is taken from hypothesis testing. It indicates that the hypothesis proposed is accepted. There was a significant improvement of the students'

achievement after the treatment. The difference can be seen by comparing the mean scores of pre-test and post-test, from 61.80 up to 76.33with the gain scores is 14.53.

From the data above, it can be concluded that the difference of the students' reading comprehension achievement between the pre-test and the post-test shows that Think Pair Share(TPS) technique has a positive effect on the students' score. It might be because the technique in teaching learning process made them feel more confidence. The students feel more confidence in telling their ideas with their friends and be more active the learning materials.

According to Lie's study (2002: 57) Think Pair Share technique is defined as a technique which gives the opportunity to the students to work alone and also in group. It means that the students have the opportunity to think about the lesson individually in think-time. Then, in pair-time the students could discuss their misunderstanding about their own answer in group and the students have opportunity to share their result discussion to their friend and other group could give respond to the representative in share-time, it could be seen their curiosity made them be more active.

Besides, the findings also supported the previous research done by Sari (2010) that there was a significant difference of the students' reading comprehension after being taught by using Think Pair Share (TPS) technique. In her research, the writer

found a significant difference in which the students' scores in the pre-test and the post-test were different.

In short, Think Pair Share (TPS) technique had good impact on students' reading comprehension achievement of report text. By using Think Pair Share (TPS) technique, the students feel more confidence in telling their ideas with their friends and be more active the learning materials. Therefore, their answer did not only come from thirself in think-time but also come from other in pair-time and share-time. Then, all aspects of reading were improve and finding inference became the most improve than finding detail information, finding inference, finding reference, understanding vocabulary, and determining the main idea.

CONCLUSION

In reference to the result and discussion of the research the following conclusion are given as follows:

1. Therewas a significant differenceof the students' reading comprehension achievementbeforeandafterbeingtaughtby usingThink Pair Share (TPS) technique. Inferencehadthemostincrease amongthe other aspects. Fromthehypothesistest,itwasknownthatthesignificance value (2-tailed) was0.000(p<0.05).Itcouldbeconcludedthatnull-hypothesiswasrejected anditcanbeinferredthattheuseof

Think Pair Share (TPS) technique increasedthestudents' readingcomprehension achievement inallaspectsofreadingespecially ininference.

2. There was a significant improvement of the students' report text in reading comprehension ability after being taught through Think Pair Share (TPS) technique. The mean score in pre-test was 61.80.Then increased in the post-test up to 76.33, with gain was 14.53. It can be said that the students' post-test score was higher than students' pre-test score.

3. Think Pair Share (TPS) technique can encourage the students' activities in reading since it is an interesting technique that can involve the students to work in group and has a good positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, the students feel that Think Pair Share (TPS) technique is enjoyable, simplifies the group work assignment and improves responsibility.

5.2. Suggestions

By considering the conclusions above, the researcher proposes some suggestions as follow:

1. Since Think Pair Share (TPS) technique can be use to improve students' reading comprehension achievement, it is suggested that the English teacher should apply Think Pair Share (TPS) technique in teaching reading comprehension achievement as alternative technique because the students are led to be active, since they have to share ideas within their groups or pair in pair and share stages. The English teacher should make highly good preparation before applying Think Pair Share (TPS) technique because it determines the success of teaching learning process.

2. Basically the students have good improvement in identifying the inference but the teacher might give the students a brain storming first before they got the text. This brain storming can activate their background knowledge which can help them in understanding the text. The teacher may start by by asking several questions which is related with the text first in order to relate what they have already known to what they are going to read.

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