THE EFFECT OF THINK-PAIR-SHARE TECHNIQUE ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

Dhona Kartika, Ujang Suparman, Ramlan Ginting
Email: kdhona@yahoo.com

Abstract

Penelitian ini bertujuan untuk mengetahui apakah terjadi peningkatan hasil belajar membaca siswa ketika mereka diajarkan menggunakan teknik *Think-Pair-Share;* dan untuk mencari aspek membaca mana yang meningkat secara signifikan. Penelitian ini menggunakan one group pretest-posttest design dengan IX IPA 2 yang terdiri dari 32 siswa dipilih sebagai sample penelitian. Hasil penelitian menunjukkan nilai rata-rata protest siswa (84.22) lebih besar daripada nilai rata-rata pretest mereka (50.16), dengan perbedaan nilai sebesar 34.06. Hasil T-Test menunjukkan nilai kesignifikanan (2-tailed) sebesar 0.000 (p=0.000, p<0.05). Hal ini menunjukkan bahwa adanya peningkatan hasil belajar membaca siswa. Peneliti menganjurkan bahwa guru bahasa Inggris dapat menerapkan teknik Think-Pair - Share dalam mengajarkan pemahaman membaca sebagai salah satu strategi alternatif terutama karena terbukti bahwa strategi tersebut dapat membuat mereka sukses dalam belajar membaca.

The objectives of this research is to find out whether there is any significant increase of students' reading comprehension achievement when they are taught by using *Think-Pair-Share* technique; and to find out which aspects of reading that significantly increases. The research design used a one group pretest-posttest with IX IPA 1 class, which consisted of 32 students, was taken as the sample of the research. The results showed that the students' mean score of posttest (84.22) in experimental class was higher than the pretest (50.16) with the gain was 34.06. The results of t-test indicated that the significant (2-tailed) value was 0.000 in α level was p<0.05). It showed that the hypothesis was accepted, since there was a significant increase of students' reading comprehension achievement. The researcher suggests that the English teacher should apply *Think-Pair-Share* technique in teaching reading comprehension as one of alternative learning strategies especially because it has been found that the strategy can make them successful in learning reading.

Keywords: *learning strategies, reading comprehension, think-pair-share*

INTRODUCTION

English has been taught in Indonesian educational institutes as an obligatory subject in junior high schools as well as in senior highs since Indonesia proclaimed its independence in 1945 (Alisyahbana, 1990). English has become more significant in Indonesia education in recent decades than in the earlier periods (Coleman, 1997). All of students who learn English are expected to be able to master all language skills, listening, speaking, reading, and writing, with reading skills as the main skill. Why reading is pointed as the main skill that students should master may be seen from many tests that students face mostly contain of reading text.

In reality, based on the researcher's pre-observation at second year in SMAN 8 Bandar Lampung, they said that English was difficult, especially in reading. It is said so because their reading competence was still low. It could be seen when the researcher asked ten students at the second year to do a reading test consisting of ten questions. The result shows that five out of ten students got lower score than the minimal mastery criterion (KKM) of school, that is, 68. Most of them found some difficulties in determining main idea, finding inference and understanding features of text forms.

Nuttal (1982) in Simanjuntak (1988: 14) says that *reading* as the meaningful interpretation of printed or written verbal symbol and Smith (1982) states that *reading* is something that makes sense to the reader and always should. According to Smith, *reading* is seen as having four distinctive and fundamental characteristic

and one of them is that reading should be based on comprehension. He states that comprehension in reading as a matter of understanding or logical judgment of the text that relate to written language to what we already know and require to know. It can be said that *reading* always relates with printed materials or verbal symbols that has many meaningful meanings in it. *Reading* also always has strong relationship with the reader, which the reader has to understand and "make sense" the meaning in the text or printed materials using their background knowledge and their logical judgment. The more skillful the reader, the closer meaning that the reader makes to the writer intends about the text.

Meanwhile, comprehension is one of the influential aspects of *reading* because *reading* will be not success without comprehending. As Smith (1982) stated above that *reading* is a "make sense" process of the text. This "make sense" can be said as the comprehension process, which is a process where the reader tries to connect their background knowledge, understanding, and their logical judgment of the text. Moreover, Thompson in Apriyanti (2001: 8) adds in *comprehension* process, readers carry their background knowledge, ability to recognize, a use rhetorical structure, and ability to use *reading* strategies in storing information contained in a text. It confirms that some capability in inviting and bringing the knowledge toward the text that was called recognizing and *reading* strategies are also important in comprehending process beside the background knowledge.

The researcher's decision to choose *think-pair-share* technique is that researcher believes that this technique is able to solve students' reading comprehension problems. *Think-pair-share* technique is one of the cooperative learning's techniques found by Lyman in 1981. *Think-pair-share* gives the students opportunity to discuss their problem in comprehending a text to another, so they can solved the problem together. Allen (2007: 107) argues about the advantages of *think-pair-share* are provides students with think time prior to discuss, permit for independent and collaborative learning, gives students opportunities to collaborate to refine definitions, gives some more triggers to more equal participation as all students share with one other and then with another pair of students, engages students in active learning.

Considering the problems above and regarding the advantages of think-pair share, the researcher purposes conducting a research entitled "The effect of think-pair-share technique on students" reading comprehension achievement the second year of SMAN 8 Bandar Lampung".

RESEARCH METHOD

This research was a quantitative in which one-group pretest-posttest was applied (Hatch and Farady, 1982: 22). The design can be shown in the following way:

TI   X   T2

T1   : pretest

4

T2   : pretest

X   : treatment (using think-pair-share technique)

The population of the research is the second year students of SMAN 8 Bandar Lampung. The sample is taken randomly by using lottery since there was no special justification and priority class. So, the researcher takes one class from the population as the sample. Class XI IPA 1 is assigned as experimental class which consists of 32 students.

The instruments of the research are reading comprehension test. The try-out has been conducted before the test is administered. This has been expected to measure the validity and reliability of the test. This test is reading comprehension test and has been conducted in 90 minutes. There is only one text which is used, which is Hortatory text. The aim of try-out is to determine the quality of the test used as the instrument of the research, and to determine which item should be revised for the test.

The research has been held in five meetings. The first has been used in conducting pretest, the second until the fourth has been used in conducting the treatment by using Think-Pair-Share technique, and the last has been used in conducting posttest. In pretest and posttest, the researcher uses Hortatory text. Each text type consists of 20 multiple choices; a, b, c, and d. Then, the data has been analyzed by using Paired Sample T-Test of SPSS for Window version 20.0 to find out whether there is significant increase of students' reading comprehension achievement when they are taught by using Think-Pair-Share technique.

RESULTS AND DISCUSSION

Result of the Research

In order to find out the increase of students' reading comprehension achievement, the researcher conducted pretest before conducting the treatment and posttest after the treatment which contains of 20 items of multiple choices reading test. Meanwhile, determining main idea, specific information, reference, inference, and vocabulary, which tested in the test, regarded as the construct validity of the reading test.

The hypothesis was tested to prove whether the proposed of hypothesis was accepted or rejected. In order to test the hypothesis, since the data had normal distribution, the SPSS Parametric (Paired Sample T-test) was used analyze whether there is significant increase of students' reading comprehension achievement by using *think-pair-share technique*, in which the significant was determined by $p<0.05$. Based on the first research question of this research, she found that that there is an increase of the students' reading achievement with the gain is 34.06 from 50.16 in the pretest means score to 84.22 in posttest. It also can be seen from the level of significance, which is $p=0.000$, $p<0.05$). It implies that *think-pair-share* technique had positive effect on students' reading comprehension achievement. The result of computation was shown in the following table:

Table 1. The Analysis of Pretest and Posttest Score in the Experimental Class

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 pretest - postest	-34.06250	3.68902	.65213	-35.39253	-32.73247	-52.232	31	.000

Table 1 above shows that sig.(2-tailed) is 0.000. It means that the sig. $< \alpha$ (p<0.05, p=0.000). It could be concluded that H_0 was rejected and H_1 was accepted and there was significant increase of students' reading comparison achievement when they were taught by using *think-pair-share* technique. Moreover, the increase of the students' reading comprehension achievement also can be seen from the increase of each sub skills of reading which are determining main idea, finding specific information, identifying reference, making inference, and understanding features of text forms. The result of the increase of each sub skills is shown on the graphics as follows:
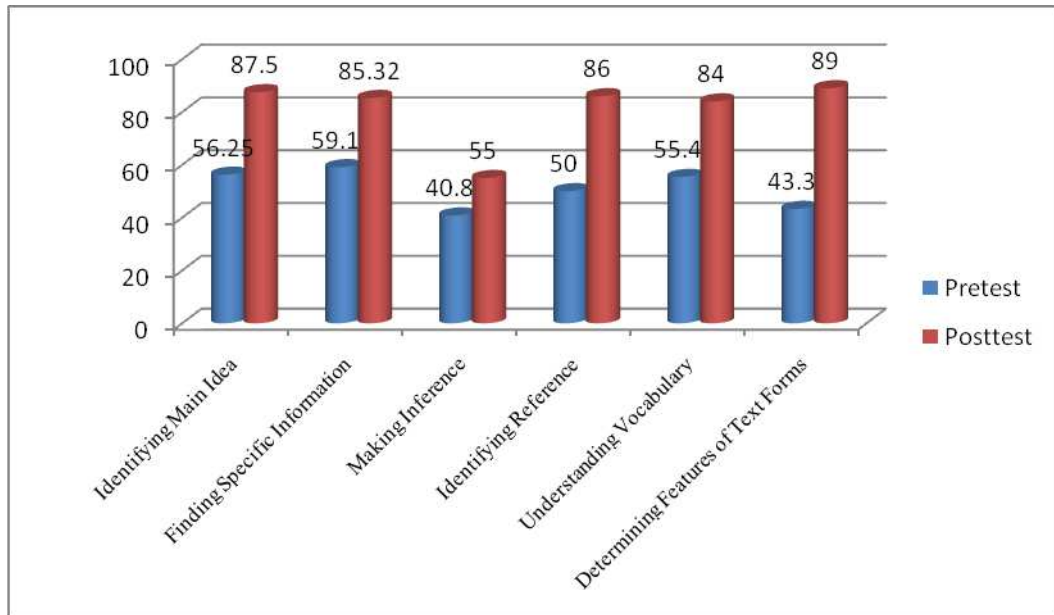
Figure 1: The Graphic of the Comparison between Pretest and Posttest Sub Skills Score

The increase also can be shown on the aspects of reading for answering the second research question. In this research, determining features of the text form was the aspect of reading, which had the highest increase on students' reading comprehension achievement which was 45.7. Meanwhile, making inference had the lowest increase on students' reading comprehension achievement, which was 14.2.

Thus, it is undeniable that the increase of the students' reading comprehension and the increase of every aspects of reading were the result of the three steps of the technique itself, *think, pair*, and *share*. *Think time* allows them in developing their idea even it needed longer time to think. Think time gives them time to prepare everything that relates about the topic. This stage trains the students to think and to understand the question related to the text properly in limited time.

The limitations of time can be needed to motivate them to comprehend the questions briefly, properly, and clearly. It is also said by Sardiman (2003: 17) that time limitation is one of things that motivates students to finish their task in a short time.

In the pretest the majority of students' scores were very low in interval 46-50. Most of them scored less than 65, that is 96.7 %. It indicated that the students' reading comprehension was poor in the beginning. Having been treated three times, in which they were accustomed to comprehend the reading text especially a Hortatory text, it could be seen that the majority of students' scores improved in interval 81-85 and 86-90 (each of them was 21.96 %).

The existing of *pair* and *share times* also had contribution toward students' reading comprehension ability. These steps facilitated them in elaborating more their idea in many ways and they also could discuss their idea, then when working together with the pair, they could solve the problem together and help each other. The students who smarter could help their friends in leading them to speak up their idea confidently and freely. It was the same as *peer-tutoring* that suggests that having students teach each other is an extremely effective way to increase students' learning (McKeachie, Pintrich, Yi-Guang, and Smith: 1986) as citied in Garfield (1993). It also confirms by the previous study held by Cohen, Kulik & Kulik, 1982; Larson & Dansereau 1986; McCown & Roop, 1992 in George (1994) that peer tutoring improves the academic performance and attitude of the students because it helps them thinking more deeply within a particular subjects will be learnt.

Working together in a group also can lead the students to the improvement because it can positively give them a save condition in which they can complete their task confidently. It is supported by Johnson et al. (1991) as citied in Garfield (1993) said that the ability of group members to encourage and facilitates each other's effort, which is called positive interdependence. It showed that *think-pair-share* gave positive interdependence, motivated them in think properly an in advance, encouraged them to do the best of them, and facilitated them in speaking up their ideas freely and confidently. Besides *pair and shares times* motivate the students actively participate in the learning process. It can be said that all these three steps are useful in helping the students in comprehending text.

However, there was one thing that must be aware in this technique. The teacher should able to control and set a good rule in the learning process in order to overcome the students who like chatting in the class since they would disturb the concentration the other students. Moreover, the material can not be completely explained because of the limitation of time.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result, the researcher concludes that Think-Pair-Share can increase the students' reading comprehension achievement. We can see from the increase score on the pretest and posttest of the experimental class that increased from 50.16 to 84.22 in posttest with the gain was 34.06 and the significant value is $p=0.000$, $p<0.05$. Therefore, the research hypothesis (H_1) "There is a significant significant increase of reading comprehension when they are taught by using

think-pair-share technique is accepted and determining the features of the form of a text has the highest increase, with the gain score was 45,7 and the lowest was making inference, which was 14.2.

Think-pair-share technique gives the positive effect in increasing the students' reading comprehension achievement through its three steps, which are *think, pair, and share* that enable help students in comprehending the text and do the task better and properly with preparation. Learning by using *think-pair-share* technique is able to increase the students' activeness in the classroom when learning reading and makes the class atmosphere becomes enjoyable for students in speaking up their idea.

Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. There must be well preparation of the material and time allocation from the teacher, because the material have to be delivered and explained to the students completely and clearly.
2. The teacher must be able to control the class to avoid too much noise during the process.
3. For those who have intention to conduct the same research, it is wise to balance the number of the table of specification in the reading test in order to find more accurate data.

4. In order to get the real data and prove the findings more, it is recommended comparing Think-Pair-Share with the other technique and using the control class.

REFERENCES

Alisyahbana, S. Takdir. 1990. The teaching of English in Indonesia. In James Britton, Robert E. Shafer and Ken Watson (eds.) *Teaching and Learning of English Worldwide*, 315-327. Clevedon: Multilingual Matters.

Allen, J. 2007. *Inside Words: Tools for Teaching Academic Vocabulary.* Stenhouse Publisher.

Coleman, H. 1997. Undergraduate ELT: Where have we been and where are we going? A chapter in Coleman, H., Soedrajat, T.M., and Westway,G. 1997. *Teaching English to university students in the Indonesia context: issues and developments*. Bandung, Indonesia: Institut Teknologi Bandung. Pp. 26-42.

Hatch, E. and Farhady, H. 1982. *Research Design and Stastitic for Applied Linguistics*. London: New Burry House, Inc.

Garfield, J. 1993. *Teaching Statistics Using Small Group Cooperative Learning*. Retrivied Des 7th, 2009. http://www.amstat.org/publications/jse/vlnl/Garfield.html

Johnson, D ., Johnson, R., & Holubec, E. 1993. *Cooperation in the classroom*. Edina, MN: Interaction Book Company

Kirk, Karlin, 2012. *Motivating Students*. Science education Prizers. http://serc.carleton.edu/20536/ motivation.html. (Retrieved 2012, December 18).

Lie, A. 2004. *Mempraktikan cooperative learning di tuang-ruang kelas.* Jakarta: Grasindo.

Simanjuntak, E. G. 1998. *Developing reading skill for ESL students*. Jakarta: Depdikbud.

Smith, F. 1995. *Understanding reading 2nd edition*. New York: Holt Renehart and