

Improving Students' Reading Comprehension Achievement of Descriptive Text by Using Think-Pair-Share Technique

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada pencapaian pemahaman membaca siswa setelah diajar menggunakan teknik *think-pair-share*. Penelitian ini adalah penelitian kuantitatif. Data diambil melalui tes reading dalam bentuk tes pilihan ganda. Sasaran penelitian sebanyak 32 siswa pada kelas delapan di SMP Negeri 5 Bandar Lampung. Data dianalisis menggunakan *Paired Sample T-test*. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan membaca siswa dengan tingkat signifikansi 0.05. Oleh karena itu, dapat disarankan bahwa pengajaran membaca menggunakan teknik *think-pair-share* dapat membantu siswa dalam meningkatkan pencapaian pemahaman mereka dalam membaca.

Abstract. The aim of this study was to find out whether there was a statistically significant difference of the students' reading comprehension achievement before and after the students were taught through think-pair-share technique. This research was quantitative research. The data were collected through reading tests taking the form of multiple choice test. The subjects of this research were 32 students of the eighth grade at SMP Negeri 5 Bandar Lampung. The data were analyzed by using Paired Sample T-test. The result showed that there was a statistically significant difference of the students' reading comprehension achievement with the significant level of 0.05. Therefore, this suggests that reading through think-pair-share facilitates the students to improve their reading comprehension achievement.

Keywords: reading, reading comprehension, think-pair-share technique

INTRODUCTION

Reading is one of language skills students need to master. Reading can be defined as an activity of understanding something written. Cameron (2001) says that reading is actually about understanding not only the word or code but also the message being conveyed by the text. Grabe & Stoller (2002) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means that comprehending and interpreting the information of the text are important. In fact, reading is very useful in human life because by reading readers get understand information provided by the writer. In other words, reading is not as easy as what people think because it does not only require to read a series of sentences, but also it needs the reader to understand the content of the reading text and its purpose.

However, some English teachers still apply conventional methods in teaching reading. This usually makes students bored because the method is monotonous. Therefore, the teacher should find a technique to overcome this problem. Thus, the teacher should apply a good technique to establish the effectiveness of English teaching in order to make the students receive the lesson easily. There are many techniques which can be used to teach reading; one of them is think-pair-share technique. The teachers can apply think-pair-share technique before learning process.

Think-pair-share technique is one of the cooperative learning techniques found by Lyman (1981). Think-pair-share gives the students opportunity

to discuss their problem in comprehending a text to another; so they can solve the problem together. Think-pair-share was chosen in the current research to teach reading comprehension as the previous research regards the use of think-pair-share had an impact on students' reading achievement (Ahyarudin, 2008). Moreover, there were two previous researches which proved that think-pair-share technique could improve students' reading comprehension (Darsana, 2014; Alfian, 2012). There are also a lot of advantages of think-pair-share technique.

As a Cooperative Learning strategy, the Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, and self-esteem. Students spend more time on task and listen to each other more when engaged in the Think-Pair-Share technique activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The qualities of students' responses also improve. In addition, it also benefits teachers. It is a freedom for teachers to master new professional's skill, particularly those emphasizing on communication. Students can practice in peer teaching, that they understand the material at deeper levels than those who typically do when they are simply asked to produce an exam. It can increase frequency and variety of second language practice through different types of instructions. Therefore, teachers can develop appropriate instructions so for the students.

Considering the statement above, the researcher finally decided to use think-pair-share as a technique in teaching reading comprehension to achieve the objectives of this research including (1) to find out whether there is any improvement of students' reading comprehension achievement after being taught by using *think-pair-share* technique at the second grade of SMP Negeri 5 Bandar Lampung; and (2) to find out which aspect of reading improves the most after being taught by using *think-pair-share* technique.

METHODS

The approach of the research was quantitative using one group pre-test and post-test design. The population of the research was students of the second grade of SMP Negeri 5 Bandar Lampung in the second semester of academic year 2016/2017 and the sample of the research was Class 8A consisting of 32 students. Data were collected through the pre-test and the post-test.

The instruments used for collecting data was a reading comprehension test in form of multiple choice with 30 items. The Reading test was administered twice: the first was the pre-test and the second was the post test. Pre-test was conducted to know the students' reading comprehension ability before the students were given the treatment and post-test was given to find out the students' reading comprehension ability after the treatment. The data were analysed using *Paired Sample T-test*.

RESULTS AND DISCUSSION

Results

The results of the students' reading comprehension achievement are

showing in Table 1 below:

Table 1. Results of students' reading comprehension achievement

	Pre-Test	Post-Test
Mean	58.84	67.1
Minimum	37	60
Maximum	77	83
Sum	1833	2303

Table 1 shows that the total score of pre-test is 1833. The mean of the data is 58.84. The highest score is 77 and the lowest score is 37. The English minimal mastery criterion (KKM) of SMPN 5 Bandar Lampung is 70. Based on the result of post-test, it is found that the total score is 2303. The mean is 67.1. The highest score is 83 and the lowest score is 60. The data of the post-test showed that 25 students got score more than 70. This indicates that students' score significantly improved.

The improvement of each aspect is showing in Table 2 below:

Table 2. Improvement of Each Aspect

N o.	Aspects of Reading Comprehension	Total Correct Answer of Pre-Test	Total Correct Answer of Post-Test	Gain Score
1.	Main Idea	96	137	41
2.	Specific Information	105	128	23
3.	Reference	119	154	35
4.	Inference	112	138	26
5.	Vocabulary	117	133	16

Table 2 shows that the implementation of Think Pair Share

can improve all aspects of reading. The aspects of reading that improve the most is main idea with gain 41, and the second is Reference with gain 35, then Inference improved 26%, followed by Specific Information 23 and Vocabulary 16.

Table 3. Paired Sample Test

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post-Test - Pre-Test	14.688	6.986	1.235	12.169	17.206	11.893	31	.000

Table 3 above showed that t-value was 11.893, which was significant based on t-table, at least 2.040. T-value on the table above was higher than t-table ($11.893 > 2.040$). Therefore, it can be concluded that there was a significant difference between the pre-test and post-test scores.

DISCUSSIONS

The students' scores of the pre-test and the post-test were compared to determine students' improvement of reading comprehension achievement. The improvement showed that the achievement of experimental class was at the significant level of ($p=0.000$, $p<0.05$). It implies that the Think Pair Share technique had positive effect on students' reading

achievement. On the other hand, the researcher not only analyzed the improvement of the students' reading comprehension achievement, but also included the increase of each aspect of reading comprehension. So it makes the result of this research deeper and more specific. Before discussing the finding of the research, researcher would like to explain the process of implementing Think Pair Share Technique.

From the first until the third treatment, the researcher applied the use of pair and share activity technique. It seemed that the use of pair and share activity supported students in doing the task easier since they could discuss and work together with their pairs. It could be called peer tutoring because the low students could learn from the higher students. The application of pair and share times also encouraged students to improve their achievement. Having students work together in a group work often results in a higher level of learning and achievement than individually. This happened because the students feel more positive about being able to complete a task with others than by working individually. It meant that this technique gave a big contribution to the teaching and learning process. The activities from all three meetings above showed that the students were less dependent on the teacher as they learnt from other students. It gave a chance to each student in groups to be more responsible for their own learning. It also made the students actively involved, since pair and share time encouraged students' responses and allowed quiet students to answer questions. Therefore, students became actively involved in

group discussion and classroom participation. The lower students could get the knowledge from the higher students, they could share their answer and got the additions from the teacher. The students' misunderstanding could be resolved by Think Pair Share because they had a pair discussion.

Besides the advantages or strength in applying Think Pair Share, there were also some weaknesses. During the pair time in the first meeting, the students were able to chat with their pair because they thought that it was the chance to chat with their partner and they thought that the teacher did not know what they did. It made the class became noisy. This is the role of teacher to control and motivate their students not to make disturbances and follow every lesson well. But, in the second and third treatments, they could reduce the noise. Then, the teaching and learning process ran successfully.

In order to find out whether there was any statistically significant improvement of students' reading comprehension after being taught through Think Pair Share technique or not, this research analyzed the data by using Independent Group T-test to measure the data from pretest and posttest score. The result of this research is shown on the Table 1. Based on Table 1, it shows that there is an increase of the students' reading comprehension achievement from pre-test to post-test for each aspect of reading comprehension after being taught through Think Pair Share technique. After the implementation of Think Pair Share Technique students reading comprehension could improve, since Think-Pair-

Share is a technique that combines both individual learning and collaborative learning. This technique provided the students the three basic steps that facilitated the students in developing their mind.

In order to find out the aspect of reading that improves the most, researcher calculated the gain of each aspect. It can be seen from the Table 1. From the table it is showed that main idea was the aspect of reading which had the highest improvement on students' reading comprehension achievement. Main idea was the aspect of reading which improved the most because the students could share with their friends about the ideas. The students could take the main point because they did not only think about the ideas by themselves but also could share about the text with their pairs.

CONCLUSIONS

Based on the analysis and discussion above, the conclusions of the research could be drawn: There is a statistically improvement of the students' reading comprehension achievement after the students were taught through *think-pair-share* technique. It can be concluded that *think-pair-share* technique can improve the students' reading comprehension achievement since *think-pair-share* technique gave the students not only time to think and develop their idea in "think time", but also gave the students opportunity to have pair discussion in "pair" and "share time" in order to discuss the text and solve the problem together. On the other hand, determining the main idea of a text had the highest increase, with the

percentage of gain score was 41 and the lowest was vocabulary, which was 16. Main Idea was the aspect that improved the most among the other aspects since the three basic steps of *think-pair-share* technique provided the students to gain the main idea of the text.

SUGGESTIONS

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

To English Teachers

1. English teachers need to consider the time allocation for the treatments. There must be good preparation of the material and time allocation from the teacher, as the material should be delivered and explained to the students completely and clearly.
2. They are required to be well-prepared with regulation in order to control the class, to make sure that the students can follow the instruction and focus to the material.

To Researchers

1. It is suggested for further researchers to apply *think-pair-share* technique by using other kinds of text and also different skill. The further researcher can also try to apply in different level of students.

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