

**IMPROVING STUDENTS' READING COMPREHENSION ON  
RECOUNT TEXT THROUGH THINK PAIR SHARE STRATEGY(TPS)**

**A RESEARCH JOURNAL**

**By:**

**LUSIANA  
NIM F42107049**



**TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK  
2013**

**IMPROVING STUDENTS' READING COMPREHENSION ON  
RECOUNT TEXT THROUGH THINK PAIR SHARE STRATEGY(TPS)**

**LUSIANA**  
**NIM F42107049**

**Approved by,**

**Supervisor I**

**Supervisor II**

**Drs. Luwandi Suhartono, M.Hum**  
**Nip. 196211011990021001**

**Drs. Zainal Arifin.MA**  
**Nip. 195503201981031008**

**Legalized By,**

**The Dean of Teachers Training  
and Education Faculty  
Tanjungpura University Pontianak**

**The Chairman of Language and Art  
Education Department**

**Dr. Aswandi**  
**Nip. 195805131986031002**

**Drs. Nanang Heryana.M.Pd**  
**Nip. 196107051988101001**

## IMPROVING STUDENTS' READING COMPREHENSION ON RECOUNT TEXT THROUGH THINK PAIR SHARE STRATEGY(TPS)

**Lusiana, Luwandi Suhartono, Zainal Arifin.**

Prodi Bahasa Inggris, FKIP Universitas Tanjungpura

*email: lusiana22@yahoo.co.id*

**Abstrak:** penelitian ini adalah untuk meningkatkan kemampuan siswa dalam memahami teks recount dengan menggunakan technique Think-Pair-Share pada siswa-siswa kelas delapan SMP Kemala Bhayangkari. Tujuan dari studi ini adalah untuk mengetahui bagaimana penerapan TPS dalam meningkatkan kemampuan siswa dalam memahami bacaan teks recount. Penelitian ini diharapkan bisa membantu guru dan siswa dalam proses belajar-mengajar. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang terdiri dari Perencanaan, Tindakan, Observasi dan Refleksi dimana peneliti menjelaskan hasil penelitian dengan meningkatkan kualitas data yang diperoleh. Untuk memaksimalkan hasil penelitian, Peneliti melaksanakan dua siklus dalam penelitian ini. Jumlah partisipan adalah 25 siswa. Alat pengumpulan data adalah tes memahami bacaan, observasi dan catatan. Hasil rata-rata pada siklus 1 adalah 62,6 dan siklus ke-2 77.4 Berdasarkan pada KKM, 65, maka penelitian ini berhasil karena siklus ke-2 sudah melebihi standar.

**Kata Kunci:** teks recount, meningkatkan, membaca.

**Abstract:** The research is about improving ability on recount text through Think-Pair-Share to the Students of SMP Kemala Bhayangkari. The purpose of the study is to know how the TPS improves the Students' ability in comprehending recount text. It is expected that the research would be useful for the teachers and students in language teaching and learning process. The method used in this research is a Classroom Action Research which consists of Planning, Acting Observing and Reflecting. This method is done in two cycles in order to get the maximum result of the research. The number of research participant is 25 students. The tools of collecting data are reading test, observation checklist and field notes. In Cycle 1, the students' mean score was 62.6. and cycle 2, the mean score was 77.4. Based on the minimum standard of pass (KKM), 65, the second cycle has been successful.

**Keywords:** recount text, improving, reading.

Reading is one of language skills that should be learned by the students. It is a kind of lesson to comprehend the writer's ideas or the way the writer communicates with the readers by the written or printed words. Reading is important for the students in order to find out the available information in a passage.

Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering English, Harmer (2001: 39) states “reading is taught from elementary school to university by using many kinds of methods applied by English teachers”.

There are two aspects of reading, mechanical skill and comprehension skill. Mechanical skill covers the recognition of words sound, phonetics and spellings (reading aloud and reading slowly). Comprehension skill is the recognition of the messages or information in a reading text. The two aspects of reading are very important to learn in order to recognize the word sounds and also to comprehend the information in the text.

One aspect of readings that will be a focus is reading comprehension. Based on the writer’ experience in teaching at SMP Kemala Bhayangkari Kubu Raya, especially class VIII, most of the students are difficult to comprehend the text comprehensively. The students’ problems, for example; to find main idea and details, to draw inference and also they are lack of vocabulary. Consequently, they were not able to know all information in the text. For instance, to comprehend reading passage needs the students’ enough vocabulary so that they are able to gain knowledge by reading texts. The students were not able to identify the information from the texts, finding the main idea in each paragraph, determining the synonym and antonym of words in the text and decide the text about. Consequently, the students just read without comprehending the meaning of words available in the text.

With regard to the students’ problem in reading, the teacher plays an important role. Nowadays, some English teachers still use traditional or conventional technique to teach reading. Conventional technique usually makes students bored because the technique is monotonous and the students are not active in the classroom. One of the ways to make the teaching reading effective is making the students be active so that they enjoy to learn and they can improve their reading skill.

One of the teaching strategies is cooperative learning. Through this technique, students are active in the learning process, because they will learn more through a process of constructing and creating, working in a group and sharing knowledge. Nevertheless, individual’s responsibility is still the key of success in learning English. A cooperative learning strategy is believed to give chance for student to be involved in discussion. Although the cooperative learning is considered as an active strategy, it does not mean that the teacher does not take part in the classroom. In the learning process, teacher has roles as designers, facilitators and a guide in the learning process.

One of cooperative learnings is Think-Pair-Share. This strategy is very simple to apply. Think-Pair-Share is a strategy of the learning in which demands the students to learn on group with two students. This strategy can be effectively used by the teacher in the classroom. It also can help the students to solve the

problem in learning where they discuss in a pair to get the solution of the problem.

Based on the statements above, it is concluded that teaching reading puts the emphasis on raising student's ability in reading so that the teaching learning process of reading will result in better student's achievement of reading. The researcher was interested in the real implementation of Think-Pair-Share so that the researcher conducted the research entitled "Improving Students' Reading Comprehension on Recount Text Through Think Pair Share (TPS) Strategy (A Classroom Action Research to the Eighth Grade students of SMP Kemala Bhayangkari Kubu Raya in Academic Years 2012/2013).

## **METHOD**

Singh (2006) says, "Action research is a method for improving and modifying the working system of a classroom in school. The teachers and principal are able to study their problems of teaching scientifically. It is an objective oriented method". Classroom action research usually focuses on seeking solution to problems of classroom management, instructional strategies, use of material, or student learning. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research"

A classroom action research consists of four stages, they are planning, acting, observing, and reflecting. The first is planning. It means to plan the actions; in order to help the teacher to overcome the problems appeared in the classroom and improve student achievement. The second is acting. Acting is the implementation of the plans that have been made. Next is observing where the teachers observe the process of implementation; which functioned to record the activity in the classroom. The last is reflecting, where the teacher evaluated the implementation which had been done. The teacher plan activities that hopefully will overcome the problem that appear in the classroom, so the problem will not appear in the next treatment.

The subject of this research is the class A of the eight grade Students of SMP Kemala Bhayangkari Kubu Raya in academic year 2012/2013 that consisted of 25 students because they are lower and weak at reading comprehension. The eighth students are composed of two classes Class A and B where Class A with 25 students and Class B with 20 students.

Technique used in this research is In order to conduct this research, the writer will use the measurement technique. The measurement technique is applied to collect the data by administering a written test which is constructing for the purpose of this research.

The tools of collecting data in this research are multiple choice, observation and field note.

In analyzing data, the writer uses analyze the data from field note and the scoring table. The students' achievements in every cycle can be recognized from the improvement of score range taken from the result of scoring. The average

score here is used to classify the qualification of the students' action in conducting the teaching reading comprehension through Think-Pair Share. The formula is as follows :

$$M = \frac{\sum X}{N}$$

M = the average of students' score

$\sum X$  = the sum of total score

N = the number of students being observed

To know whether the students' improvement each cycle, the writer will conduct an observation in which the criteria of the students' achievement can be seen in table. The qualification based on the minimum standard of completion (KKM) in SMP Kemala Bhayangkari Kubu Raya is 65. The all criteria are:

**Table 1.Criteria Of the Score**

| Range    | Qualification     |
|----------|-------------------|
| 80 – 100 | Good to Excellent |
| 65 - 79  | Average to Good   |
| 50 - 64  | Poor to Average   |
| 0 - 49   | Poor              |

*Adopted from: Heaton (1988:1)*

## RESEARCH FINDINGS AND DISCUSSION

In this Chapter, the writer discusses the findings of the research on the title "Improving Students' Reading Comprehension on Recount Text Through Think Pair Share (TPS) Strategy (A Classroom Action Research to the Eighth Grade students of SMP Kemala Bhayangkari Kubu Raya in Academic Years 2012/2013). The findings of Classroom Action research are gained by the result of Cycle 1 and Cycle 2, also the observation checklist from the collaborator. Obviously, the findings and discussion will be discussed as follows:

**Table 2. The students' Score on Cycle 1**

| No | Students | The individual scores |
|----|----------|-----------------------|
| 1  | 1A       | 60                    |
| 2  | 2A       | 70                    |
| 3  | 3A       | 55                    |
| 4  | 4A       | 65                    |
| 5  | 5A       | 50                    |
| 6  | 6A       | 65                    |

|                   |     |              |
|-------------------|-----|--------------|
| 7                 | 7A  | 70           |
| 8                 | 8A  | 60           |
| 9                 | 9A  | 65           |
| 10                | 10A | 65           |
| 11                | 11A | 65           |
| 12                | 12A | 65           |
| 13                | 13A | 65           |
| 14                | 14A | 60           |
| 15                | 15A | 55           |
| 16                | 16A | 70           |
| 17                | 17A | 70           |
| 18                | 18A | 40           |
| 19                | 19A | 75           |
| 20                | 20A | 70           |
| 21                | 21A | 65           |
| 22                | 22A | 65           |
| 23                | 23A | 55           |
| 24                | 24A | 50           |
| 25                | 25A | 70           |
| <b>Mean Score</b> |     | <b>62, 6</b> |

**Table 3. The Students' Score on Cycle 2**

| No | Students | The individual scores |
|----|----------|-----------------------|
| 1  | 1A       | 65                    |
| 2  | 2A       | 80                    |
| 3  | 3A       | 70                    |
| 4  | 4A       | 75                    |
| 5  | 5A       | 70                    |
| 6  | 6A       | 70                    |
| 7  | 7A       | 70                    |
| 8  | 8A       | 75                    |
| 9  | 9A       | 75                    |
| 10 | 10A      | 75                    |
| 11 | 11A      | 80                    |
| 12 | 12A      | 80                    |

|                   |     |             |
|-------------------|-----|-------------|
| 13                | 13A | 80          |
| 14                | 14A | 85          |
| 15                | 15A | 80          |
| 16                | 16A | 75          |
| 17                | 17A | 90          |
| 18                | 18A | 90          |
| 19                | 19A | 95          |
| 20                | 20A | 80          |
| 21                | 21A | 75          |
| 22                | 22A | 70          |
| 23                | 23A | 80          |
| 24                | 24A | 75          |
| 25                | 25A | 75          |
| <b>Mean Score</b> |     | <b>77,4</b> |

## DISCUSSION

Comprehending recount text needs the students' attention. To know what the text tells about, sometimes makes the students confused. They should have enough vocabulary so that they are able to find the details in the texts. In this research, there are some categories of the test in comprehending the text; namely: main idea, detail, drawing inferences and vocabulary. Main idea refers to ability of the students to know the main idea of the text. While, detail is the ability of the students to find the problems happen. Then, drawing inferences related to ability of the students to find how the information is described. Another one is vocabulary that refers to ability of the students to know the synonym and Antonym from the text. students are considered to comprehend the text if they are able to be good at all categories. In order to make the student easily to find the information in the text, the writer asked the students to work in pairs.

Based on the result of the research in cycle I, the students were weak at finding the information in the text. This could be seen from the mean score in cycle1. The students mean score was 62.6 and categorized as "poor". The students needed to improve their ability and discuss together with their pairs.

However, in the next cycle (cycle 2), the teacher should focus on the way how to improve the students' ability to find the details in the text. The teacher wanted to improve the students' understanding about detail and main idea, because the students were weak at these. The students are required to know what the main idea of a passage is. The main idea of a passage or reading is the central thought or message. The students found it hard to get the main points of passages. The main idea of a passage is the topic of the passage and the main point about the topic. Sometimes the main idea is not directly stated. This means that the students will have to infer or figure out what the main idea is. Students will have



to read through the supporting details to figure out the main idea of the passage. So, in cycle 2, the students got a good knowledge in comprehending the text. It could be seen from the average score of all students. The mean score was 77.4 and categorized “ Good”.

Furthermore, the students also encounter difficulties in recognizing Detail in reading text, especially recount text. In cycle 1, It shows that among the students answer indicated that the students were able to find out information in the text. Many things should be learned by the students in comprehending a recount text. But, when they were on the next cycle, they could show their improvement.

Moreover, there is inference that should also be known by the students in recount text. It refers to ability of the students to find how the information was described in the text. Based on the result of the research, the students got wrong answers in finding inferences or almost all students failed in this case. This seems there is problem among the students. The problem might be in how the students’ interpretations when they tried to understand the contextual meaning of words or sentences in the text. The teacher encouraged students to study inference so that in Cycle 2 they could get a good result.

The last case is vocabulary. Vocabulary is central to language. It means that vocabulary is very important in language. If the students have enough vocabulary they will be able to use language correctly. Words are the building blocks of a language since they label objects, actions, ideas that convey the intended meaning. However, most of the students are lack of vocabulary and make them unable to speak or to write. In cycle 1, the students had no enough vocabulary to understand the detail in the text. However, when they worked together in the pairs and help each other, they might know all words in the text.

Vocabulary is very important because without enough words saved in their mind, it is hard for the students in comprehending narrative text. Relating to this, the students got wrong answer at vocabulary part in the multiple choices test given by the writer or most of the students failed. The students were weak at synonyms and antonyms. In order to overcome this matter, the teacher needs to enhance the students English vocabulary mastery so that when the students are asked to comprehend narrative, they will recognize many words in the text.

Based on the discussion above, the writer can conclude that the implementation of Think-Pair- Share to improve the students’ ability to comprehend recount text is really effective. The students’ understanding or knowledge about main idea, inference, detail and vocabulary is improving. The students could achieve all the categories in recount text. In cycle 1, the main score of the students’ achievement was 62.6 and in cycle 2 improved becoming 77. 4.

## **CONCLUSIONS AND SUGGESTION**

### **Conclusions**

Based on the finding and discussion:(1).Think-Pair-Share is one of good techniques to help the students to comprehend recount text. It can be proven by the effect of it in improving the students’ recount text reading from cycle 1 and

cycle 2. (2). The students' recount text reading comprehension was improved with the mean score in the first cycle is 62.6 and categorized "*Poor to Average*" and in the second cycle was 77.4 and was categorized "*Average to Good*".

### **Suggestions**

Based on the findings, the writer would like to offer some suggestions to be considered in teaching to improve the students reading ability. (1) The teacher should apply Think-Pair-Share (TPS) technique in teaching learning process. Since the teacher taught reading recount text, this method could improve student' reading comprehension. (2) English teacher is suggested to use TPS to improve the students' recount text reading because it helps the students more interested in teaching learning process so that they will be stimulated to learn recount text. (3) The teacher should explain the recount text clearly regarding the purpose of the recount text, to recognize the social function / communicative purpose of the text, text structure / generic structure, and language feature of the recount text. This is important in order that the students can comprehend the text completely.

## **Bibliography**

Harmer J. 1998. *How to Teach English*. England and Associated Company:  
Longman

Harmer J. 2001. *The Practical of English Language Teaching*, Third Addition.  
England and Associated Company: Longman.

Heaton. J. B. 1998. *Writing English Language Test : A Practical Guide for  
teachers of English as a Second Language or Foreign Language*,  
Singapore: Ban Wah Press limited.

Nawawi, Hadi. 1983. *Metodologi Penelitian Bidang social*. Yogyakarta. Gajah  
Mada University Press.

Singh Kumar Y. 2006. *Fundamental\_of\_Research*. Ansari Road, Daryaganj, New  
Delhi. New Age International Publishers Ltd