# DEVELOPING READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS THROUGH THINK PAIR SHARE TECHNIQUE

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## Abstract

The objective of this research was to find that the use of Think Pair Share Technique Can Develop Reading Comprehension of The Eleventh Grade Students at SMA Alkhairaat Bungintimbe. This research was true-experimental research design. The researcher took the eleventh grade students as the sample by using cluster sampling technique which consisted of 40 students. The data were collected by using pretest and posttest. The pretest was conducted to know the prior knowledge of students before treatment, while posttest was conducted to measure the students' knowledge after treatment. Based on the result of both tests, the researcher found that the t-counted was (5.10). The researcher found that t-table was (2.041). It showed that the t-counted value was greater than the t-table. It means that the hypothesis of the researcher is accepted. In other word, the use of think pair share technique in teaching reading was effective to develop reading comprehension of the eleventh grade students of SMA Alkhairaat Bungintimbe.

**Keywords:** Developing; Reading Comprehension; Think Pair Share.

## INTRODUCTION

Reading is one of the important basic skills in learning English besides listening, speaking, and writing. Reading activity is one of the ways to catch up information, to know enough science concepts, to know more knowledge, to understand scientific books and technology written in English language. Through reading the reader may have satisfaction and comfort. In short, reading is an activity by which we can improve our general knowledge, get information, and pleasure.

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Reading means understanding, interpreting and defining. This statement is relevant to what Tarigan (in Sulistianingsih, 1997:11) states, "Reading is a process done and used by a reader to get messages through written media."Reading can help student improve their vocabulary. After reading the words in e text, students can try to practice them in speaking or other language skills, reading can really change someone's English. The students will be easy to use English, because their brain will only repeat the things that have been seen many times. By reading a book in English, they have given their brain thousands of English sentences.

Reading is not just sounding letters, calling words, or responding to prints. It is communicative interaction through language between an author and a reader which requires some aspects from the reader (knowledge of the writing system, knowledge of the language, ability to interpret, appropriate knowledge of the world as assumed by the writer, and a reason for reading that determines his style) in order to make him or her obtain meaning from a text.

In a simple definition of reading is that is a process whereby one looks at and understands what has been written. Reading is an active process to understand the meaning from written text in relation to the knowledge of the reader. Students might read to learn about something, they read to learn how to do something, and to find some specific information.

Comprehension refers to a skill or an ability to understand. According to Aswad (1990:145), "Comprehension is always directed and controlled by the needs and purposes of reader. Therefore, the reader cannot read with good comprehension if the subject of the text is one that does not interest the reader." In this case, if the reader fools enjoyable and is interested in reading the text, she or he will find the needs and purposes of the reading text. Ohoiwutun (2005:5) suggests "in order to read actively and to comprehend what you read, you must ask questions about your sources and try to answer them." It means that when we read a text we will find something odd that can make a question in our mind. Then, we try to look for the previous sentences in which we will find the answer of the problem in the text and we try to scan the previous sentences, which might be conclusion of the problem.

Heilman, et.al (1981:242) state "Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interactions with language" In other words, comprehension will be reached in condition that a reader is able to interact and to interpret what the author wants to express on his/her written or printed language.

In getting the main point of the text, the reader has to know what skills in reading comprehension are. Heilman et.al. (1981:241) state "there are five skills that should be achieved in reading comprehension:

1.  Recalling word (vocabulary knowledge)

2.  Drawing inferences from the content.

3.  Following the structure of a passage.

4.  Recognizing a writer's purpose, attitude, tone, and mood.

5.  Finding answers to questions answered explicitly or in paraphrase.

Heilman, et.al. (1981:245) also state that there are three levels of comprehension:

1.  Literal comprehension. Understanding the ideas and information explicitly stated in the passage.

2.  Interpretative comprehension. Understanding of ideas and information not explicitly stated in the passage.

3.  Critical comprehension. Analyzing, evaluating and personally reacting to information presented in the passage.

In conclusion, reading comprehension consists of two words; reading and comprehension. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing or printing.

Teaching reading comprehension to further education level has become increasingly important. Teacher as a source of knowledge has to be more inovative in finding or choosing appropriate method and interesting material for students in classroom practice. In increasing the students' comprehension of texts, it is mainly recommended for the teacher to teach reading material which material which is interesting, motivating and impressing so that the students are interestedly learn reading comprehension.

According to Duff and Maley (1990), the use of think pair share technique in the classroom offers the following advantages:

1.  It offers a wide range of styles, vocabulary, etc.

2.  It deals with matters that concern students and are related to their personal experiences.

3.  It is open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.

Teaching English as a second language does not simply consist of instructing students in the development of linguistic elements, but also helping students understand socio-cultural aspects, enabling them to engage in real and effective communication. One way to expose students to socio-cultural differences is through the use of think pair share technique.

The research question is "*can the use of Think Pair Share Technique develop reading comprehension of the eleventh grade students at SMA Alkhairaat Bungintimbe?*" It was aimed to prove weather the use of the Think Pair Share Technique can develop reading comprehension of the eleventh grade students at SMA Alkhairaat Bungintimbe or not.

**METHODOLOGY**

The research was true experimental design. The sample of this research consisted of two classes, i.e. experimental and control class. The experimental class was the class that received the treatment, while the control class did not get the treatment. Both groups were given pretest and posttest. The sample was draw by using cluster sampling technique. The design of this research as proposed by Arikunto (2006:86) is as follows:

$$x = \quad O_1 \qquad X \qquad O_2$$
$$y = \quad O_3 \qquad\qquad O_4$$

Where:

x : experimental class
y : control class
$O_1, O_3$ : pre-test
X : treatment
$O_2, O_4$ : post-test

Population is an object of a research. The object can be people or things. Population is needed by every researcher when conducting a research. Best (1981:8) defines "Population is any group of individuals that have one or more characteristics in common that are interest to the researcher." The researcher took the eleventh grade students at SMA AlkhairaatBungintimbe as the population of the research. There were two paralel classes; they were XI IPA A, XI IPA B. The total number of the population was 80 students.

Sample is a portion of population having certain characteristics or condition that is going to be measured. The researcher limited the population in order to make her easy to conduct the research. In taking sample of this research, the researcher used cluster sampling

technique to decide experimental class. The researcher wrote down the name of each classroom in some pieces of paper and folds them. Then, the researcher shook the folded pieces of paper in a box. The first paper fell was XI IPA A. Based on the title, the variable of this research consists of dependent and independent variable. The dependent variable is reading comprehension and the independent variable is the use of think pair share technique.

In collecting the data, the researcher used a test as the instrument of the research. The test consisted of pretest and posttest. Pretest is the test given to the students to measure their pre-reading comprehension before getting the treatment. It was done before conducting the treatment while posttest is the test given to the students by the researcher to measure the students reading comprehension after the treatment. The pretest will be administered to the students before treatment. Pretest is administered to measure students reading comprehension before treatment given. The number of pretest item he used was 15 items. It covered multiple choices, and essay. The scoring system of the test is presented below.

**Table 1: The scoring system of the test**

| No | Kinds of test | Number of items | Score of each items | Total score |
|----|---------------|-----------------|---------------------|-------------|
| 1 | Multiple choice | 10 | 1 | 10 |
| 2 | Essay | 5 | 2 | 10 |
| | Total | 15 | | 20 |

After giving pretest to the students, the researcher applied her treatment. The researcher conducted treatment eight times excluding pretest and posttest. While teaching the students, the researcher followed some procedures; the researcher grouped the students into several small groups before delivering the text to the students. Before going to the while activities, the researcher gave the students some apperception. The apperception is aimed at stimulating the students' thinking towards the material that will be learnt. After giving apperception, the researcher let the students to read the text and did some task related to the text. After reading the texts and doing some tasks, the teacher guided the students discuss about what they have just read.

To evaluate the teaching and learning process, the researcher gave the students tasks. The researcher also evaluated the students by asking them some questions. At the beginning and the end of the class, the researcher motivated students by telling the students the importance of English especially reading. After giving the treatment, the researcher gave the

students posttest. The test kind and difficulty level used in the posttest was the same with the test used in the pretest. In deciding the level of the test, the researcher considered some aspects; vocabulary used in the story, and the elements of the text.

To determine the individual standard scores the writer counted the raw scores obtained by using the formula by Sutomo (1985:123) as follow:

$$x = \frac{\Sigma}{N}\text{x } 100$$

Where:
x= standard score
Σ= mean score
N = maximum score

To compute mean score of the class on pre-test and post-test the researcher used the following formula proposed by Arikunto (2006:25):

$$M = \frac{\Sigma x}{N}$$

Where:

M =mean score
$\Sigma$x = number all of students
N = number of students

Then, the writer computed the sum of the squared deviation. Standard deviation is used to measure the spread dispersion of score in distribution. The formula of standard definition is:

$$X^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

Finally, after getting the result of deviation square, the researcher used t-table test to find out the significant difference between the result of pretest and posttest as well as to prove whether the hypothesis is accepted or rejected. The researcher used the formula proposed by Arikunto (1985:196) as stated below:

$$t = \frac{Mx-My}{\sqrt{\left(\dfrac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\dfrac{1}{N_X} + \dfrac{1}{N_y}\right)}}$$

Where

| | | |
|---|---|---|
| $M_X$ | : | mean of experimentalclass |
| $M_Y$ | : | mean of control class |
| $X^2$ | : | standard deviation of experimental class |
| $Y^2$ | : | standard deviation of control class |
| $N_x$ | : | number of experimentalclass |
| $N_y$ | : | number of control class |

**FINDINGS**

The researcher conducted pretest for the sample (XI IPA A) on Saturday, 6th January 2014. The result of pretest is shown below:

The pretest was administered to measure the prior knowledge of the students before conducting the treatment. At the first meeting, the researcher conducted pretest in order to know the ability of the students in reading narrative text. The pretest was administered in experimental class on January 6th, 2014. After getting the total score of the students (2229), the researcher computed the students' mean score by using this formula:

$$M = \frac{\sum X}{N}$$
$$= \frac{2229}{40}$$
$$= 55.72$$

The mean score of experimental class in pretest was 55.72

At the second meeting, the researcher conducted pretest in order to find out the previous ability of the students in reading narrative text. The pretest was administered in control class on January 8th, 2014. After getting the total score of the students (2016), the researcher computed the students' mean score by using this formula:

$$M = \frac{\sum y}{N}$$
$$= \frac{2016}{40}$$

= 50.4

The mean score of control class in pretest was 50.4

The researcher administered posttest to the students to know think pair share technique was effective to improve the students' ability or not. The researcher conducted posttest after the treatment in order to find out students' improvement in reading narrative text, and also to make sure that think pair share technique can be used to develop students' ability in reading narrative text.

The posttest was administered on February 3rd, 2014. After getting the total score of the students in posttest (3217) ,the researcher calculated students mean score was by using the formula:

$$M = \frac{\Sigma x}{N}$$
$$= \frac{3217}{40}$$
$$= 80.42$$

From the calculation above, it was found that the mean score of the experimental class in posttest was 80.42. It can be seen that the mean score of the students in posttest was higher than in pretest. These showed that the students' reading comprehension can be developed after treatment.Forthemorethe students mean scorein control class calculated by using the formula:

$$M = \frac{\Sigma y}{N}$$
$$= \frac{2498}{40}$$
$$= 62.45$$

From the calculation above, it was found that the mean score of the control class in posttest was 62.45. So, it can be seen that the mean score of the students in posttest was higher than in pretest. These showed that the students' reading comprehension can be developed.

After getting each mean score of pretest and posttest, the researcher subtracted each students score in posttest from each students score in pretest in order to know deviation value. After that, the researcher computed the mean of deviation in order to have significant difference score between pretest and posttest. The result of deviation value and significant score are presented in the following table.

**Table 2:Score Deviation in Pretest and Posttest of the Experimental Class**

| Number | Initial | Score Pretest | Posttest | X | $x^2$ |
|---|---|---|---|---|---|
| 1 | ABU | 55 | 75 | -20 | 400 |
| 2 | ADE | 40 | 77 | -37 | 1369 |
| 3 | AGS | 45 | 85 | -40 | 1600 |
| 4 | AHM | 65 | 75 | -10 | 100 |
| 5 | AKB | 75 | 95 | -20 | 400 |
| 6 | ALM | 45 | 75 | -30 | 900 |
| 7 | AMR | 60 | 80 | -20 | 400 |
| 8 | AND | 37 | 75 | -38 | 1444 |
| 9 | ANR | 70 | 80 | -10 | 100 |
| 10 | BHR | 52 | 75 | -23 | 529 |
| 11 | DAH | 52 | 80 | -28 | 784 |
| 12 | EKA | 42 | 75 | -33 | 1089 |
| 13 | EMY | 50 | 75 | -25 | 625 |
| 14 | FIR | 65 | 80 | -15 | 225 |
| 15 | HAM | 45 | 80 | -35 | 1225 |
| 16 | HAN | 42 | 75 | -33 | 1089 |
| 17 | IMA | 55 | 95 | -40 | 1600 |
| 18 | ISM | 42 | 80 | -38 | 1444 |
| 19 | KIF | 50 | 75 | -25 | 625 |
| 20 | KUD | 50 | 75 | -25 | 625 |
| 21 | LUS | 60 | 95 | -35 | 1225 |
| 22 | MAR | 75 | 90 | -15 | 225 |
| 23 | MUA | 67 | 75 | -8 | 64 |
| 24 | MUD | 42 | 75 | -33 | 1089 |
| 25 | MUS | 52 | 75 | -23 | 529 |
| 26 | MHS | 40 | 75 | -35 | 1225 |
| 27 | NRA | 60 | 75 | -15 | 225 |
| 28 | NRJ | 90 | 100 | -10 | 100 |
| 29 | PIA | 42 | 75 | -33 | 1089 |
| 30 | RAM | 70 | 75 | -5 | 25 |
| 31 | RIK | 40 | 75 | -35 | 1225 |
| 32 | SAF | 65 | 75 | -10 | 100 |
| 33 | SAT | 85 | 100 | -15 | 225 |
| 34 | STR | 70 | 85 | -15 | 225 |
| 35 | SUK | 90 | 100 | -10 | 100 |
| 36 | SUP | 40 | 80 | -40 | 1600 |
| 37 | SUL | 72 | 80 | -8 | 64 |
| 38 | YUS | 42 | 80 | -38 | 1444 |
| 39 | ZAK | 50 | 75 | -25 | 625 |
| 40 | ZUL | 40 | 75 | -35 | 1225 |
| **Total Score** | | | | **x = 988** | **$x^2$= 29202** |

The mean deviation of the pretest and posttest was computed by using the formula as presented in the following:

$$Mx = \frac{\sum x}{N}$$

$$= \frac{988}{40}$$

$$= 24.7$$

After finding the mean deviation of pretest and posttest, the sum of square deviation was computed as shown:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)2}{N}$$

$$= 29202 - \frac{(988)2}{40}$$

$$= 29202 - \frac{976144}{40}$$

$$= 29202 - 24403.6$$

$$= 4798.4$$

Based on computation above, it was found that the mean deviation of experimental class in pretest and posttest was 24.7 and the sum of square deviation was 4798.4. While the mean deviation of the pretest and posttest was computed by using the formula as presented in the following:

$$My = \frac{\sum y}{N}$$

$$= \frac{492}{40}$$

$$= 12.3$$

After finding the mean deviation of pretest and posttest, the sum of square deviation was computed as shown:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)2}{N}$$

$$= 10508 - \frac{(492)2}{40}$$

$$= 10508 - \frac{242064}{40}$$

$$= 10508 - 6051.6$$

= 4456.4

The mean deviation of experimental class in pretest and posttest was 12.3 and the sum of square deviation was 4456.4. The result of deviation value showed in the table 3.

**Table 3: Score Deviation in Pretest and Posttest of the Control Class**

| Number | Initial | Score Pretest | Score Posttest | Y | $y^2$ |
|---|---|---|---|---|---|
| 1 | AHM | 35 | 42 | -7 | 49 |
| 2 | AKM | 50 | 70 | -20 | 400 |
| 3 | AND | 50 | 52 | -2 | 4 |
| 4 | ANR | 40 | 42 | -2 | 4 |
| 5 | ANG | 55 | 70 | -15 | 225 |
| 6 | ARS | 95 | 95 | 0 | 0 |
| 7 | AWL | 65 | 67 | -2 | 4 |
| 8 | AYU | 70 | 80 | -10 | 100 |
| 9 | ERN | 35 | 47 | -12 | 144 |
| 10 | ERV | 65 | 95 | -30 | 900 |
| 11 | ERW | 35 | 40 | -5 | 25 |
| 12 | FAT | 60 | 65 | -5 | 25 |
| 13 | FAU | 35 | 40 | -5 | 25 |
| 14 | FIR | 45 | 50 | -5 | 25 |
| 15 | HID | 52 | 60 | -8 | 64 |
| 16 | IKH | 55 | 95 | -40 | 1600 |
| 17 | IRM | 65 | 57 | 8 | 64 |
| 18 | KRS | 35 | 45 | -10 | 100 |
| 19 | LIS | 35 | 55 | -20 | 400 |
| 20 | MAR | 35 | 50 | -15 | 225 |
| 21 | MAY | 50 | 60 | -10 | 100 |
| 22 | MYS | 35 | 55 | -20 | 400 |
| 23 | MUA | 40 | 65 | -25 | 625 |
| 24 | MUS | 35 | 40 | -5 | 25 |
| 25 | MUL | 60 | 70 | -20 | 400 |
| 26 | MUT | 50 | 62 | -12 | 144 |
| 27 | NAN | 62 | 65 | -3 | 9 |
| 28 | NRA | 75 | 95 | -20 | 400 |
| 29 | NUF | 45 | 57 | -12 | 144 |
| 30 | NRF | 50 | 55 | -5 | 25 |
| 31 | NRK | 45 | 70 | -25 | 625 |
| 32 | RAN | 35 | 40 | -5 | 25 |
| 33 | RIS | 50 | 52 | -2 | 4 |
| 34 | SAM | 37 | 55 | -18 | 324 |
| 35 | STI | 55 | 65 | -10 | 100 |
| 36 | STS | 70 | 75 | -5 | 25 |
| 37 | TEN | 50 | 55 | -5 | 25 |
| 38 | VIV | 35 | 65 | -30 | 900 |
| 39 | WAH | 55 | 95 | -40 | 1600 |
| 40 | WID | 70 | 85 | -15 | 225 |
| **Total Score** | | | | **y = 492** | **$y^2$ = 10508** |

Based on computation of pretest and posttest, it was found that the mean deviation of control class in pretest and posttest was 12.3 and the sum of square deviation was 4456.4. Furthermore, the data was analyzed statistically in order to know the significant difference between the result of experimental class and control class in pretest and posttest.

$$t = \frac{M_x - M_y}{\sqrt{\left(\dfrac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\dfrac{1}{N_X} + \dfrac{1}{N_y}\right)}}$$

$$t = \frac{24.7 - 12.3}{\sqrt{\left(\dfrac{4798.4 + 4456.4}{40 + 40 - 2}\right)\left(\dfrac{1}{40} + \dfrac{1}{40}\right)}}$$

$$t = \frac{12.4}{\sqrt{\left(\dfrac{9254.8}{78}\right)\left(\dfrac{2}{40}\right)}}$$

$$t = \frac{12.4}{\sqrt{\left[118.65\right]\left[0.05\right]}}$$

$$t = \frac{12.4}{\sqrt{5.93}}$$

$$t = \frac{12.4}{2.43}$$

$t = \textbf{5.10} \longrightarrow (t_{counted} \text{ value})$

The result of the test showed that there was a significant different of the students achievement before getting the treatment and after getting the treatment. This was proved by

the testing hypothesis. The researcher found that t-counted value (5.10) was higher than t-table value (2.021). It means that the application of think pair share technique significantly improve the reading comprehension of the students.

**DISCUSSION**

In this research the researcher focused on the elements of narrative text. The students get difficult to find the elements of narrative text. The elements of narrative text were orientation, complication, and resolution. The most difficult for the students was to determine complication. In orientation 100% students can find it, while in complication only 25% students can find it, and 75% students can find the resolution. The students' weakness was to find the complication, while the students' ability was to find the orientation because 100% students can find it.

The students' mean score of experimental and control class in posttest was greater than pretest. There was a significant difference of mean score between the students before getting the treatment and after getting the treatment. By comparing the students mean score, the students' reading comprehension was developed after getting the treatment. This implies that the students' reading comprehension is getting better, it can be concluded that the employment of think pair share technique was effective in teaching reading comprehension.

In doing treatment, the researcher used think pair share technique. The researcher provided narrative text containing several questions. After giving explanation about narrative text, the researcher showed the students the position of elements narrative text. Orientation is always in the first paragraph, while complication is sometimes in the second and third paragraph, and resolution is always at the end of the story or the last paragraph. After showing the position in each element of narrative text the researcher asked the students to answer the questions and to find the elements of narrative text. After that the students share their answer to the pair and discuss the answer to the classmates.

In addition, the researcher gave the students posttest to measure the students score in reading comprehension after giving the treatment. In posttest the students' score increased, all of students got high score. The students' weakness in posttest was 0%. It means that 100% students can find the elements of narrative text. Actually the passing grade was 75. The students should get 75 score or more to get the passing grade. By looking at the result of

test,there wereonly 12.5% students who got passing grade. It means that 87.5% students got low score. The researcher applied think pair share technique to develop students score. After teaching the students eight times meeting, the students' score increased all of students got high score, 100% students got passing grade. It means that think pair share technique was effective to improve students' ability in reading. As Lyman (1985) affirms "Think Pair Share technique is very effective to improve students' ability for thought on a given topic enabling them to formulate individual ideas and share the ideas with other students." Based on the theory above the researcher compare with the result, the researcher concludes that the theory is true. The students' score increased after applying think pair share technique, than 100% students got high score. The students' score was greater after the researcher taught them by using think pair share technique. Teaching through think pair share technique was effective. The effectiveness of this research can be seen from the result of this research.

By looking at the result of testing hypothesis, the reading comprehension of the eleventh grade students at SMA Alkhairaat Bungintimbe can be developed by using think pair share technique. The researcher found that t-counted value was greater than t-table value. It means that the research hypothesis is accepted. In conclusion that the students reading comprehension can be developed by applying think pair share technique. There was a significant improvement of the students' reading comprehension after the researcher taughtthem by using think pair share technique. It implies that the use of think pair share technique is effective to teach reading comprehension.

This research had correlation with several researches that have been done previously. One of them was written by Masita (2006) which the title was "The use of think-pair-share in improving reading skill of the tenth grade students at SMAN 1 Biromaru". The result of her research showed that think pair share technique can improve the students reading skill. In her research, she focused on recount text, and the result was improved students ability. It means that this technique was effective to develop the students reading comprehension, not only in teaching narrative text but also in the other text, such as recount text. The researcher compare with the previous researcher, this research was better because all students got high score, while the previous researcher only 90% students got high score.

## CONCLUSION AND SUGGESTIONS

After collecting and analyzing the data, the researcher draws conclusion of this research. She concluded that the use of think pair share technique can effectively develop students' reading comprehension. There is a significant improvement of the students' reading comprehension after the researcher taught the students by using think pair share technique. The students' score in posttest was 80.42 while the students' score in pretest was 55.72. Having conducted the research, the researcher has proved that think pair share technique is very effective in teaching reading comprehension. The researcher provides some suggestions as following:

Reading comprehension should be taught based on the interest of the students. The teacher should provide reading texts to be taught that closely related to the students' interest. Teacher should choose appropriate media in teaching reading based on the aids of the students.

Teacher should motivate the students prior to teaching-learning process. The teacher should apply an interesting technique that makes the students understand the materials. One of interesting techniques is think pair share technique (TPS).The students should improve their ability in reading they have to practice the topics that have been given by their teacher.

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