

## TEACHING READING COMPREHENSION THROUGH THINK-PAIR-SHARE (TPS) TECHNIQUE

**Arini Ayuning Palupi, Ujang Suparman, Ramlan Ginting Suka**

**Email:** [rini.palupi@gmail.com](mailto:rini.palupi@gmail.com)

**Mobile Phone:** +6285766713291

**Institution:** Lampung University

**Abstract:** The objective of this research is to investigate whether there is a significant difference of the students' reading comprehension achievement after being taught through Think-Pair-Share (TPS) and to find the problem that the students face during the application of TPS. The population of this research was the second year students of SMPN 8 Bandar Lampung consisting of nine classes. One group pre-test and post-test design was carried out to analyze the significant difference. Besides that, the interview was done to see the problems that the students face. By comparing between the mean of pre-test ( $\bar{x} = 50.44$ ) and post-test ( $\bar{x} = 62.89$ ), it can be found that the increase of the mean was 12.45. It proved that the technique has effective because  $p < 0.05$  ( $p = 0.00$ ). Therefore, it can be concluded that there was a significant difference of students' achievement in reading comprehension achievement before and after being taught through TPS and the problems occurred during the teaching-learning concerned with the students' concentration and their ability in getting the main idea and inferring the difficult words. Therefore, this technique is recommended to be used by teachers to improve the students' reading comprehension.

**Keywords:** Think-Pair-Share, TPS technique, reading comprehension.

## PENGAJARAN PEMAHAMAN MEMBACA BAHASA INGGRIS DENGAN TEKNIK THINK-PAIR-SHARE (TPS)

**Arini Ayuning Palupi, Ujang Suparman, Ramlan Ginting Suka**

**Email:** [rini.palupi@gmail.com](mailto:rini.palupi@gmail.com)

**Mobile Phone:** +6285766713291

**Institution:** Lampung University

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pengajaran pemahaman membaca sebelum dan sesudah menggunakan teknik *Think-Pair-Share* (TPS) dan untuk menemukan masalah yang siswa hadapi ketika pengaplikasian teknik tersebut. Populasi penelitian ini adalah seluruh siswa kelas delapan SMPN 8 Bandar Lampung dan dua kelas dipilih sebagai kelas tryout dan kelas penelitian. *One group pretest and posttest* dipakai untuk melihat perbedaan signifikannya. Selain itu, wawancara digunakan untuk melihat masalah yang siswa hadapi. Dengan membandingkan nilai rata-rata *pretest* ( $\bar{x} = 50.44$ ) dan *posttest* ( $\bar{x} = 62.89$ ) dapat disimpulkan bahwa peningkatan nilai rata-ratanya adalah 12.45. Terbukti bahwa teknik tersebut tersebut sudah efektif karena  $p < 0.05$  ( $p = 0.00$ ). Oleh karena itu dapat disimpulkan bahwa adanya perbedaan yang signifikan dalam pencapaian pemahaman membaca siswa sebelum dan sesudah penerapan teknik TPS dan masalah-masalah yang timbul selama proses pembelajaran yang berkaitan dengan konsentrasi siswa dan kemampuan mereka dalam mendapatkan ide pokok dan menebak kata-kata susah. Oleh karena itu, peneliti merekomendasikan teknik ini kepada guru untuk meningkatkan pencapaian pemahaman membaca siswa.

**Kata Kunci:** Think-Pair-Share, teknik TPS, pemahaman membaca.

## **INTRODUCTION**

Reading is considered as a difficult language skill to learn. As Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text in order to get the information that is written, including identifying the main idea, finding inference, finding reference, recognizing the detailed information, and discovering the meaning of vocabularies in the reading texts. Therefore, the difficulties in comprehending the texts have been the main focused to find the solution.

The readers do not only see the printed symbols but they should understand the text in order to find out something or in order to do something with the information that the readers get. Dallman (1982:23) adds that reading is more than knowing what each letter of the alphabet stands for, and it involves more than word recognition. Reading requires critical thinking in making the interpretation. Faradiaswita (2012:8) says that reading is difficult to analyze because it involves the most intricate working of human mind, it is a genuine cognitive process. In other words, reading is a printed thinking.

It is important to build up students' ability to adapt the reading technique according to reading purpose as goal in teaching reading. According to Alyousef (2006:7), in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedure: pre-, while-, and post-reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arouse their interest while previewing the reading text. While-reading stage is an interactive process that can

develop students' ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence, and comprehension questions.

Based on the curriculum that government makes for the 8<sup>th</sup> grade of junior high-school, the students are expected to be able to comprehend the aspect of the text. There are some aspects of the text that are included in order to comprehend a text, i.e. the main idea, the topic sentence(s), the factual, stated, and unstated information, and the vocabularies. Based on the pre-observation, in fact, junior high-school students get some difficulties in reading comprehension that can make the teaching-learning process ineffective and inefficient. The students' lack of motivation also takes a big part in comprehending the reading texts. Those problems may affect the students in enjoying the teaching-learning process. After that, they will not feel confident in showing their ideas because they are afraid of making mistakes.

Concerning those statements above, teacher should find a way to succeed the teaching-learning process. A suitable technique is really needed to keep the students' motivation to read the whole part of the text then they can get the necessary information. Besides that, the technique should increase students' reading comprehension and make them enjoy the teaching-learning process. Think-Pair-Share (TPS) is one of technique that is expected as a good answer for the teacher to increase the students' reading ability. TPS is followed by three steps, i.e. thinking, pairing, and sharing.

As Lie (2002:57) states that Think-Pair-Share (TPS) is a technique that gives the opportunity to the students to work alone and also in a group. Think-Pair-Share (TPS) developed by Frank Lyman and his colleagues in Maryland. It gives the students more time to think, to respond, and to help each other.

In this research, recount text has been chosen as the material. Recount text is a text which retells the events or experiences that happened in the past. The purpose of this text is to entertain the reader. Besides telling the past experiences, recount text can occur in the form of personal recount such as biography, factual recount, or imaginative recount. Principally, recount text is quite similar with narrative text but recount texts explore the events of the participants. These events are the main elements in composing the recount texts because if the text is focusing on the conflict, it is called narrative texts.

## **METHOD**

This research has two designs in order to answer both of the research questions. The first design, it is used One Group Pre-test Post-test Design to see the significant difference between before and after the application of Think-Pair-Share (TPS) technique. Two classes were chosen; one as the tryout class and one as the experimental class. The design of the research was presented as follows;

### **T1 X T2**

Where:

T1 : Pre-Test (a test that is given before the treatment is applied)

X : Treatments (teaching listening through drill technique)

T2 : Post-Test (a test that is given after the treatment is applied)

Hatch and Farady (1982)

The interview was also conducted in this research. The interview was conducted in the form of open questions and formal types. It was conducted toward some representatives of the students as the interviewees, which were chosen from low and high scores based on the mean score of the post-test, to find out the problems the students face during studying reading comprehension through Think-Pair-Share (TPS) technique.

The population of this research was the all second year students of SMPN 8 Bandar Lampung. Two classes were selected randomly through random probability sampling using lottery.

## **RESULT AND DISCUSSION**

Before the pre-test was conducted, the researcher administered a try-out test first. It was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a good instrument for this research. The number of the try-out test was 40 items that the time allocation was 60 minutes. Those items were in the form of multiple choices, which contained four options of answer for each (A, B, C, and D). After analyzing the data, the researcher got 25 items were good while 15 items were bad and should be dropped.

To know the result of reliability of the try-out test, the researcher used *Pearson Product Moment*. The result showed that the reliability of the test was 0.97. It could be inferred that the test had high level of reliability, in the range 0.60-0.79 by referring to the criteria of the reliability proposed by Hatch and Farhady (1982).

After analyzing the data of try out test and got 25 average items. The purpose of conducting the pretest was to identify students' reading comprehension achievement before the treatment. The total score of the pre-test was 1816. The mean of the pre-test was 50.44; the highest score was 68; the lowest score was 32; the median was 52; and the mode was 44.

After implementing three treatments by using Think-Pair-Share (TPS) technique, the post-test was administered to know the students' score whether there was a significant after the application of Think-Pair-Share (TPS) technique. The post-test items were the same as the pre-test but in random order. The total scores of the post-test in the experimental class was 2264. The mean of the post-test was 62.89; the highest score was 80; the lowest score was 40; the median was 62; and the mode was 52.

Comparing the result of the pretest and posttest, there is an increase in the mean of students' scores. The total score of the pre-test to the post-test had increased from 1816 up to 2264. There was an increase 448 points. The mean was from 50.44 up to 62.89. There was an increase 12.45. It can be seen from the table below:

**Increase from Pre-test to Post-test for Each Aspect of Reading Comprehension**

No	Aspect of reading comprehension	Total Answered		Increase	Percentage		Increase
		Pre-test	Post-test		Pre-test	Post-test	
1	Determining main idea	77	85	8	71.30 %	78.70 %	7.40%
2	Finding specific information	155	168	13	53.82 %	58.33 %	4.51%
3	Identifying references	79	92	13	43.89 %	51.11 %	7.22%
4	Identifying inferences	54	77	23	50 %	66.67 %	16.67%
5	Identifying vocabularies	89	120	31	41.20 %	55.56 %	14.36%

It can be seen that inference has the highest increase of all. According to O'Malley & Chamot (1999) define inferencing as “using available information to guess the meanings or usage of unfamiliar language items associated with a language task, to predict outcomes, or to fulfill a missing information. The skill of making inference takes an important role in comprehending a text. Suparman (2007) states that to comprehend explicitly stated information, the readers need conscious knowledge of the language and background knowledge of the topic under discussion. Inference is needed in order to make a sense of the ideas of the text.

Besides that, it also shows that finding detail information has the lowest increase of all. Finding specific information is a statement that develops the main idea but its function is different from the function of the main idea. As Suparman (2007) states that in trying to understand the main idea contained in a text, proficient readers may put aside or skip some details that do not directly support the understanding the main idea or which might even be confusing for the readers.

In testing the hypothesis, *Repeated Measure T-Test* was used and was also statistically tested by using statistical computerization (SPSS 17), in which the significance was determined by  $p < 0.05$ . The T-Test revealed that the result was significant ( $p = 0.00$ ). Thus, there was a significant difference of the students' reading comprehension through Think-Pair-Share (TPS) technique. In other word,  $H_0$  was rejected and  $H_1$  was accepted.

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-12.44444	7.51549	1.25258	-14.98732	-9.90157	-9.935	35	.000

The interview was conducted in the experimental class to find out the problems that the students face during learning reading comprehension through TPS technique. 8 representatives of the students as the interviewees were chosen from high and low scores based on the mean score of the post-test. The interview was in the form of open and formal questions (the questions must be in the form of explanation or description rather than “yes” or “no” answers, to avoid the students from being reluctant to answer the questions given).

Therefore based on the interview, it can be seen that the students faced several kind of problems in learning reading comprehension during the application of think-Pair-Share (TPS) technique. Some problems were found after analyzing the interview data; the students’ difficulties in getting the idea of the text, inferring the meaning of the difficult words, focusing on the lesson by being cooperative in every steps of this technique.

Three meetings that consisted of three activities for each meeting were done after administering the pretest. In each treatment, she did the same steps and procedure of TPS technique. Besides that she also distributed different texts in order to stimulate them in comprehending the content of the text, but the text was still in

the form of recount text. It is because recount text is appropriate to the guideline of school based curriculum for SMP class VIII at the second semester.

The treatment was started by explaining the rules of Think-Pair-Share (TPS) technique but first of all, the researcher explained about the recount texts. After teaching them about what recount texts is, the researcher gave them the text. The researcher had divided the text into two parts. Each of them got half of the text.

Firstly, the researcher asked them to read the text that they have got. Although they complained about the difficult words, they kept reading until the end. Actually she wanted them to infer the unknown words but some of them tried to open the dictionary. After that, she asked them to find a friend that had a different part of the text (it is called pairing process). In this step, each of them told their part to their pair. Finally, they got a full story from the whole text. Then the students came to the next step; that was sharing process. In this step, they had to find another pair in order to share their ideas that they had before with their friend. While pairing and sharing process, the size of the class made the teacher could not keep an eye on each of them. Therefore, they might speak outside the text then made the class was too noisy. At the end, she asked them to get back to their sit then she asked them about some questions that were related to the texts. The further questions were telling about the main idea, specific information, inference, reference, and vocabulary in order to check their understanding in mastering the aspect of reading comprehension.

It also found that Think-Pair-Share (TPS) technique made the students feel more confident in telling their ideas with their friends. Although the class was too noisy

while the pairing and sharing process and their difficulty in finding the difficult words also made the thinking process took longer time, it could be seen their curiosity made them be more active. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Cobb et al. 1991). Think-Pair-Share (TPS) technique also enhances the student's oral communication skills as they discuss their ideas with the one another.

## **CONCLUSIONS AND SUGGESTIONS**

After conducting the research in the second grade of SMPN 8 Bandar Lampung and analyzing the data, the researcher would like to state conclusion related to the results and discussion as follows: there was a significant difference of students' reading comprehension after being taught through Think-Pair-Share (TPS) technique at SMPN 8 Bandar Lampung and there were some problems the students face during learning reading comprehension through Think-Pair-Share (TPS) technique.

Regarding the conclusions stated previously, the researcher would like to propose several suggestions as follows:

1. The least increase of the students' reading comprehension was in terms of finding specific information. The teacher should pay more attention to these components.
2. The teacher may ask them to make a sentence from the new words in text to strengthen their comprehension on the meanings of the words in various contexts.

3. The teacher should guide the students in order to help them in inferring the difficult words.

## REFERENCES

- Alyousef, H. S. 2006. Teaching Reading Comprehension to ESL/EFL Learners. *Journal of language and learning, Volume 5*.
- Cobb. 1991. *Think Pair and Share*. Available at [www.inteam-project.eu/documents/present/Think,pair\\_and\\_share.pdf](http://www.inteam-project.eu/documents/present/Think,pair_and_share.pdf). Accessed on May 9<sup>th</sup> 2013.
- Dallman, R. L. 1982. *Teaching of Reading*. Washington: CBS Collage Publishing.
- Faradiaswita. 2012. *The implementation of think-pair-share technique in improving students' reading comprehension at MTSN 1 Tanjung Karang* (unpublished research report). Bandar Lampung: Lampung University.
- Hatch, E & Farhady, H. 1982. *Research Design and Statistic for Applied Linguistics*. Massachusets: Newbury House Publisher.
- Lie, A. 2002. *Cooperative Learning; Mempraktikan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Grasindo.
- O'Malley, J.M. & Chamot, A.U. 1999. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Setiyadi, B. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif and Kualitatif*. Bandar Lampung: UNILA.
- Suparman, U. 2007. *Reading Strategies of English as a Foreign Language (EFL)*. Tangerang: Mata Baca.
- Suparman, U. 2012. *Developing Reading Skills and Strategies*. Bandung: CV. Alfino Raya.