

Improving students' reading comprehension of descriptive text through the think-pair-share technique at SMPN 5 Bandar Lampung

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ABSTRACT

This research aimed to investigate whether there was an improvement in students' reading comprehension after implementing the Think-Pair-Share technique and to reveal the aspect of reading that improved the most after being taught through Think-Pair-Share. The sample of this research was VII G in Junior High School. This research applied a quantitative approach which used reading test. The research's first result showed a significant effect on students' reading scores in a descriptive text since $t\text{-ratio} > t\text{-table}$ ($11.468 > 1.984$). The average posttest score (70.56) was higher than the pretest score (59.43). It gained 11.13. In addition, reference was the most increased aspect of reading skills since the percentage was 65% (higher than other aspects). It could be concluded that the Think-Pair-Share technique improved the students' achievements in comprehending descriptive text and positively impacted students toward the use of the technique in the teaching process.

Keywords: *think-pair-share, reading comprehension, descriptive text*

I. INTRODUCTION

Reading plays a significant role in learning the English process. According to Mickulecky & Linda (2004), reading is essential since it can enhance students' general language skills in English. By reading, they can get information and improve their knowledge which is needed to continue their personal growth and adapt to the change in the world. Reading comprehension is the goal of reading since all reading is to comprehend the meaning of a text. Students have to master their reading skill to understand what is said in a book to help them comprehend a text. Reading will contribute much to transferring the information if it is done with good comprehension.

Think-Pair-Share is one of the techniques expected to be the answer for the teachers to improve the student's reading comprehension, especially in a descriptive text. Think Pair Share is one of the most essential and beneficial activities (Nicholas, 2011). Various research has shown that, especially at the primary, secondary and university levels, that Think-Pair-Share technique is effective in the learning process of theoretical courses, in the development of the critical thinking process of the students, not only in their ability to express themselves but also in their communication skill (Ahmed, 2006).

The researcher did some pre-research before conducting this research to find out the problem which might happen related to this study. She found out that students of the first grade of SMPN 5 Bandar Lampung lacked motivation in learning English, especially in reading comprehension. They found that the reading was difficult due to the grammar. Based on the explanation above, those were why the researcher is interested in conducting research in improving students' reading comprehension through Think Pair Share in the first grade of SMPN 5 Bandar Lampung.

II. METHOD

To conduct this research, the researcher applied a quantitative experimental design which was using One-Group Pretest-Posttest to answer the first and second research questions. The research design was a pre-experimental study. Think-Pair-Share was the independent variable (X), while reading comprehension was the dependent variable (Y).

The treatment was conducted in three activities meetings, and each session took 2 x 40 minutes. The population of the study was the first-grade students of SMPN 5 Bandar Lampung in the academic year of 2021/2022, which consisted of 7 classes of 32-35 students. The researcher took one class as the try-out class, VII F and one class as the experimental class, VII G. Both classes were chosen randomly to take the intended samples.

The data were collected through pretest and posttest. A pretest was administered to find out the students' reading achievements before the treatments, and posttest was administered to discover the increase of the treatments toward the students' reading achievements after they were given the treatments. Pretest and posttest were used to get the data to analyze the hypothesis.

III. RESULTS AND DISCUSSIONS

This research primarily aimed to answer the first research question of whether there was an improvement in students' reading comprehension after implementing the Think-Pair-Share technique and to reveal the aspect of reading that improved the most after being taught through Think-Pair-Share. Several research procedures were done to find the answer, which consisted of establishing the research instruments for pretest, treatments, and posttest. The data were taken from every procedure computed and analyzed to draw the answer.

The results showed a significant improvement in students' reading comprehension scores in experimental classes after they were given the treatments. It could be seen from the mean of the pretest and the posttest ($59.43 < 70.56$). The result found that the significant value was 11.13 and 000 lower than 0,05 based on the hypothesis testing. It indicated that H1 was accepted. It meant that there was a substantial effect on students' reading achievements. This was in line with Muryani (2017), who also found a more remarkable significant improvement after the treatment of the Think-Pair-Share technique. Besides that, it also found that references got the highest score among other aspects (24,34%). In contrast, the understanding main idea got the lowest achievement (14,92%). Overall, five aspects of reading skills had increased from the pretest to the posttest.

Table 1. Improvement of Each Aspect in Reading Comprehension

No.	Aspect of Reading Comprehension	Mean Score of Pre-Test	Mean Score of Post-Test	Gain	Percentage
1.	Main Idea	9,29	10,81	1,52	16,36%
2.	Supporting Detail	10,61	12,14	1,53	14,42%
3.	Inference	13,79	16,15	2,36	17,11%
4.	Reference	14,95	18,15	3,2	21,4%
5.	Vocabulary	10,61	13,31	2,7	20,53%

This study found that teaching reading through Think-Pair-Share (TPS) technique was effective in improving students reading comprehension. It was proved by the post-test score that the students achieved after getting the treatments. It is based on the previous research conducted by Kaddoura (2013). The flexibility of the Think-Pair-Share (TPS) technique as learning allows individual students to focus more on their learning progress. Therefore, students learning success can be

recorded in the TPS learning strategy.

Students improved significantly after implementing Think Pair Share (TPS) techniques in reading classes. Based on the research process, they could determine key ideas, analyze specific information, identify references, identify conclusions, and understand vocabulary. It was supported by Ageasta (2018), who stated students were able to explore their knowledge and answer questions on the topic. This was evidenced by the increase in the student's post-test scores. In conclusion, the Think Pair Share (TPS) technique has improved not only the reading comprehension of students but also the reading comprehension aspect, especially when determining key ideas. In short, it can be confirmed that Think Pair Share (TPS) technology was effective for reading comprehension instruction for first graders of SMP Negeri 5 Bandar Lampung.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussions, it can be concluded that after conducting research, the researcher suggests the English teacher implement the Think-Pair-Share (TPS) technique in teaching reading. There must be good preparation and time allocation because the materials must be explained and delivered to the students. The teachers also must make clear regulations to control the class and ensure that the students can follow the instruction and focus on the material. There is an aspect of reading that the students have difficulty understanding, such as determining the main idea. Therefore, the teacher should pay more attention to that aspect while teaching reading.

Regarding several conclusions above, the researcher would like to propose some constructive suggestions for further researchers can conduct this technique on different levels of students with other skills or different types of text. For those who want to conduct the same research, it is highly recommended to balance the number of table specifications to get accurate data. Use an observation sheet to monitor students' activity in the class. Make sure that the try-out test item is already good in order not to drop too many items for pre-test and post-test.

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