

INCREASING STUDENTS' READING COMPREHENSION ABILITY THROUGH THINK PAIR SHARE TECHNIQUE IN PROCEDURE TEXT

Miftachur Rohibah, Editha Gloria Simanjuntak, Sudirman

Email: mrohibah@yahoo.com

Mobile Phone: +6285758858407

Institution: Lampung University

Abstract: This research aimed at finding out whether there is any significant difference between the score of students' reading comprehension ability in procedure text before and after being taught through Think Pair Share technique. This research was conducted based on researcher's experience in SMAN 1 Bandar Sribhawono that the students still got low scores in reading comprehension test. The X1 class consisting of 30 students was chosen as the sample of this research. This research used one group pretest posttest design, and the result was found by comparing the differences score between pre-test and post-test by using SPSS 17.0. The differences of the scores were calculated by using Repeated Measure t-test. Then, the result showed that the mean score of students' pre-test was 68.27 and the mean score of students' post-test was 81.33. It means that the increase of students' score was 13.06. It indicated that H_1 is accepted because the significant (2-tailed) value was 0.000 ($p=0.000$, $p<0.05$) and $t \text{ ratio} > t \text{ table}$ ($13,315 > 2,045$). So, it can be concluded that Think Pair Share technique can be applied and recommended as a reference to teach English in reading class.

Keywords: *Difference score, Pretest and Posttest, Procedure text, Reading comprehension ability, Think Pair Share technique*

MENINGKATKAN KEMAMPUAN MEMAHAMI BACAAN MELALUI TEKNIK *THINK PAIR SHARE* DALAM TEKS PROSEDUR

Miftachur Rohibah, Editha Gloria Simanjuntak, Sudirman

Email: mrohibah@yahoo.com

Mobile Phone: +6285758858407

Institusi: Universitas Lampung

Abstrak: Tujuan penelitian ini adalah untuk menemukan adanya perbedaan antara kemampuan memahami bacaan teks prosedur pada siswa sebelum dan sesudah diajar melalui teknik *Think Pair Share*. Penelitian ini dilaksanakan berdasarkan pengalaman peneliti di SMAN 1 Bandar Sribhawono dimana siswa masih mendapatkan nilai yang rendah dalam tes memahami bacaan. Kelas X1 terdiri dari 30 siswa dipilih sebagai sampel dalam penelitian ini. Penelitian ini menggunakan desain *one group pretest posttest*, dan hasilnya dihitung dengan membandingkan perbedaan antara nilai pretes dan postes. Perbedaan nilainya dihitung dengan menggunakan *Repeated Measure t-test*. Hasilnya menunjukkan bahwa nilai rata-rata pretes siswa adalah 68.27 dan nilai rata-rata postes siswa adalah 81.33. Ini berarti kenaikan nilai siswa adalah 13.06. Ini menunjukkan bahwa H_0 diterima karena nilai signifikan (2-tailed) adalah 0.000 ($p=0.000$, $p<0.05$) dan $t_{table} > t_{rasio}$ ($13,315 > 2,045$). Maka dapat disimpulkan bahwa teknik *Think Pair Share* dapat digunakan dan disarankan sebagai salah satu rujukan untuk mengajar pelajaran membaca.

Kata Kunci: *Kemampuan memahami bacaan, Perbedaan nilai, Pretes dan postes, Teknik Think Pair Share, Teks prosedur*

INTRODUCTION

Reading is important to be mastered as one of the skills development. Students of English as a Foreign Language are expected to mastering reading as a skill development since they can get new input from the reading. Reading activity that focuses on understanding context and getting new information of texts is reading comprehension. Commonly, people read for general comprehension, whether for information or for pleasure, the objective is not to memorize most of specific detail but to have a good comprehension of the main ideas and to relate those ideas to background knowledge as appropriate.

In other words, reading can be defined as an activity of understanding something written. Cameron (2001) in Noviani (2012) said that reading is actually about understanding not only understand the word or code but also the message is being conveyed by the text. It means that when someone reading, he not only understand the word, but also understand the message or main point of the text.

The first point to be made about the reading process is reading comprehension (Simanjuntak, 1984: 4). Dallman (1982: 23) says that reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition; that comprehension is essential of reading, that without comprehension no reading takes place.

Finocchiaro and Sako (1973) say that:

“Reading comprehension ability is the ability which depends on the accuracy and speed of graphemic perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues and recognition allusion.”

Moreover, Simanjuntak (1988: 4) says that comprehension is always directed and controlled by the needs and the purposes of individual. So, reading comprehension is an activity that has purpose. The reader read the text, because they want to know what will they find in the text.

Bernhardt (1991) in Suparman (2007) argues that in a cognitive perspective on reading, there are two essential factors of comprehension, that is, (1) “the conceptualization of the problem, (in this study it is called *comprehension problems*)” that is, the text to be understood, and (2) the way out, that is, the process of making sense of the text (in this study, it is called *comprehension strategies*).

There are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well. They are finding main idea, supporting detail, references, inference and vocabulary.

Based on researcher’s pre observation at SMAN 1 Bandar Sribhawono, the researcher find out that the students’ reading comprehension test scores which are mostly stated lower than the minimal mastery criterion (KKM) of that school

which requires the students getting score 75. It is caused by some problems, such as the technique of teaching. The students tend to be passive in reading class if the technique is dominated by the teacher (teacher-centered).

According to the researcher, to overcome the students' reading comprehension problems, the learning strategies which is considered is *cooperative learning*. One of *cooperative learning* strategies which is supposed to be used is *Think Pair Share (TPS)* technique (Lyman, 1981). *Think Pair Share (TPS)* gives all students the opportunity to think and discuss in comprehending the text. The principle that is learning in group will increase their learning process than self learning. In doing the task, the students will get better in comprehending the text if they share their result with their friends. Further, *Think Pair Share (TPS)* can be used to big class, usually it consists of 30 to 40 students. *Think Pair Share (TPS)* is considered to be applied in this research because it is one of the techniques that give students a chance to learn cooperatively.

Lie (2002: 57) think pair share is defined as a technique which gives the opportunity to the students to work alone and also in group. It will make the students' participation increase. Kagan (1992) stated that think pair share is consists of three steps cooperative structure. During the first step, individual think silently about a question given by the teacher. Individual pairs up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.

A formal formation, for instance, the teacher assigns groups by homogenous or heterogeneous grouping, random grouping, and interest grouping (Olsen and

Kagan et al, 1992) as cited in Kessler (1992: 13). Thus, in this research, the researcher grouped the students by heterogeneous grouping based on students reading comprehension in pretest score; the ordinary students paired with more advance one.

A procedure text is taught to first grade students in senior high school based on standard competencies and basic competencies. Besides, according to Derewianka (1990: 24), procedure text is a text which tells us information of making or doing something and how things work through several steps directions. Procedure text has generic structures and language features. There are three particular generic structures in procedure text namely goals, materials, and method (Derewianka, 1990: 27).

Based on the background above, since reading is very important to be mastered by students, this research will be conducted in the first grade students of SMAN 1 Bandar Sribhawono to know the significant difference between the score of the students' reading comprehension ability before and after being taught through Think Pair Share technique.

METHOD

The researcher used quantitative research that intended to find out the significant difference between the score the students' reading comprehension ability in procedure text before and after being taught through Think Pair Share technique. It could be found by using pretest before the treatment and posttest after the treatment. This research was a quantitative study which used *one group pretest-posttest design*.

T1 X T2

Where:

T1 = Pretest (before treatments)

X = Treatments (teaching procedure text through Think Pair Share Technique)

T2 = Posttest (after treatments)

(Hatch and Farhady, 1982: 22)

The researcher only selected one class as experimental class which had treatments (teaching reading comprehension in procedure text through Think Pair Share technique). The population of this research was the first grade of the students of SMAN 1 Bandar Sribhawono. In class X1 2nd semester, academic year 2012/2013 that consists of 30 students were taken as the sample of this research, the class that was given the treatments (teaching reading procedure text through Think Pair Share technique).

The hypothesis statistically tested using Repeated measures T-test. It was used as the data came from the same sample or known as paired data (Hatch and Farhady, 1982: 114). The data was calculated through computing with Statistical Package for Social Science (SPSS) version 17.0. It was used to draw the conclusion in significant level of 0, 05 ($p < 0, 05$). It means that the probability of error in the hypothesis was only about 5%.

To determine whether the first hypothesis is accepted or rejected, the following criteria acceptance that used:

H₀ : There is no significant difference between the score of pretest and posttest of the students reading comprehension ability before and after being taught through Think Pair Share technique

H₁ : There is a significant difference between the score of pretest and posttest of the students reading comprehension ability before and after being taught through Think Pair Share technique

The criteria are:

1. If the t-ratio is higher than t-table: H₁ is accepted
2. If the t-ratio is lower than t-table: H₀ is accepted

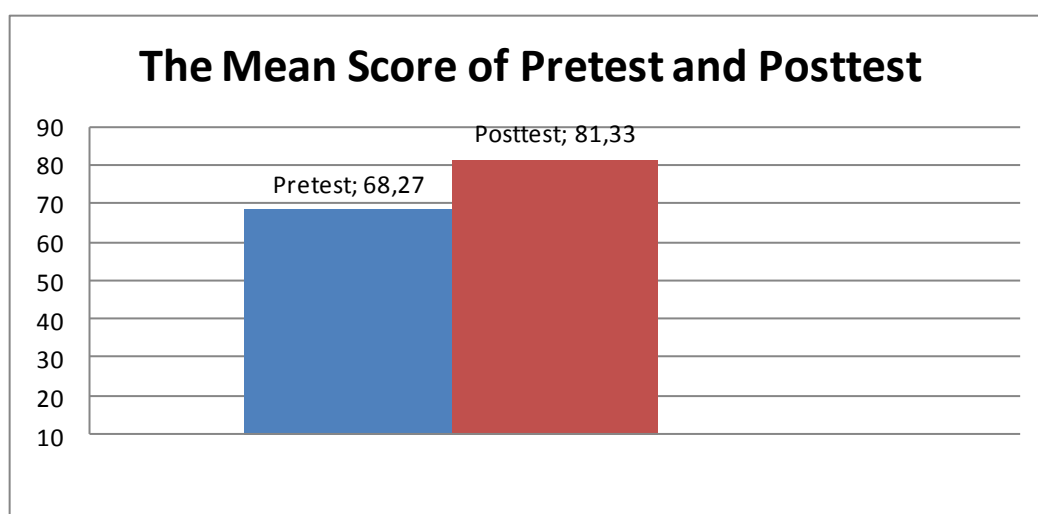
RESULT AND DISCUSSION

Before conducting the test, try out was administered to know the quality of the data collecting instrument in this research, that is, its validity, reliability, level of difficulty and discrimination power. From the 40 items of tryout test, 30 items were chosen as the instrument in the pretest and posttest.

The pretest was conducted in X1 class as the experimental class that consists of 30 students in 60 minutes. The tests were 30 items. The total scores of all students in X1 class were 2048 and the mean of pretest were 68.27. The higher score was 80 and the lower score was 50. The English's minimal mastery criterion (KKM) in SMAN 1 Bandar Sribhawono was 75. The students who got the score less than 75 (<75) were 25 or 83.3% students and the students who got score more than 75 (>75) were 5 students or 16.7%, the mean of pretest was 68,27. It could be conclude that the students reading comprehension ability was poor.

In experimental class posttest, the total of all students were 2440 and the mean score for posttest was 81.33. The highest score was 93 and the lowest score was 70. The majority result of students' score in posttest were in interval 76-85 i.e. 17 or 57% students and then followed by 9 students in interval 86-95 or 3%. The students who got the score less than (<75) were 4 students or 13% from 30 students.

The result of pretest and posttest in experimental class implied that there was a significant difference between the score of pretest and posttest of students' reading comprehension ability in procedure text before and after being taught through Think Pair Share technique. The total score increased from 2048 in the pretest up to 2440 in the posttest, the gain score was 392. The mean score increased from 68.27 in the pretest up to 81.33 in the posttest, with the gain 13.06. It meant that there was a significant difference between the score of pretest and posttest of students' reading comprehension ability in procedure text before and after being taught through Think Pair Share technique.



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	-13.06667	5.37512	.98136	-15.07377	-11.05956	-13.315	29	.000

The result of *Paired Sample Test* showed that *t ratio* was higher than *t table*, that is, $13,315 > 2,045$. The result of *paired sample t-test* showed that the significance value (2-tailed) was $p=0.000$ ($p<0.05$). It means that **H₁ is accepted and H₀ is rejected**. Then, seeing the result of pretest and posttest score, it was known that the students' reading score is different and increase from 68,27 to 81,33, the gain is 13,06. This indicated that there is a significant difference between the students' reading comprehension ability before and after being taught through Think Pair Share technique.

Having analyzed the data taken from pretest score, the researcher grouped the students into pairs based on heterogeneous grouping principle; the lower achievers with the faster achievers to maximize their learning results. The researcher divided the students into two groups; the upper and lower group. The upper groups were the students who got the score higher than the mean of pretest score (>68.27). Meanwhile, the lower groups belong to the students who got score less than 68.27 (<68.27). It was found that 15 students belong to upper and the rest belong to lower group. After that, the students' score then were organized orderly into the highest to the lowest score to group them into pairs.

The activities from all three meetings 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 was also make the students actively involved, since pair and share time encourage students' responses and allows quiet students to answer questions. Therefore, students became actively involved in group discussion and classroom participation. The lower achiever could be gotten 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. Think pair share also gave benefits students in the areas of peer acceptance, peer support, academic achievement and self esteem.

This research confirms the previous research done by Nova Riana Sari (2010) who found that there is a significant difference of reading comprehension achievement between the students who get think pair share technique and the students who do not get think pair share technique. It was also stated on Lie's study (2002: 57) think pair share is defined as a technique which gives the opportunity to the students to work alone and also in group. It will make the students' participation increase. Think time helped the student become actively involved in thinking about the concepts presented in lesson. Pair time could solve students' misunderstanding about their own answers. Students were more willing to participate since they do not feel peer pressure in responding in front of the class in share time.

Besides the advantages or strength in applying think pair share, there were also some weaknesses. The students were easy to chat with their pair that made the

class became noisy. This is the role of teacher to control and motivated their students not to make disturbances and following every lesson well. So, the teaching and learning process run successfully.

CONCLUSIONS AND SUGGESTIONS

Conclusion

There is a significant difference between the score of the students' reading comprehension ability in procedure text before and after being taught through Think Pair Share technique. This could be seen from the mean score of students' pretest was 68.27 and the mean score of students' posttest was 81.33, with the gain is 13.06. The result of *paired sample t-test* in hypothesis test, H_1 is accepted and H_0 is rejected because the significance value (2-tailed) was $p=0.000$ ($p<0.05$) and t ratio $>$ t table ($13,315 > 2,045$). So, it can be used to increase students' reading comprehension ability because the students could think fast through think time, through pair and share time they could discuss and work together to carry out their learning task, and enables students to comprehend the reading task better and easier through peer-teaching; the lower achievers could learn from the higher ones.

Suggestion

1. The researcher suggested that English teachers of the class apply think pair share technique as an alternative way in teaching reading because from this research and previous researches, think pair share can be used to increase students' reading comprehension ability. Therefore, as facilitator, teachers should be ready to answer every question students asked. Then, teachers have to control the activity in groups, so there would not be much noise.

2. The other researchers who are intended to write the similar research, considering the time allocation for the treatments. The target of material can not be explained fully because the limitation of time.

REFERENCES

- Derewianka, Beverly. 1990. *Exploring How Text Work*. New South Wales: Primary Teaching English Association.
- Finocchiaro, M. and Bonomo, M. 1973. *The Foreign Language Lerner: A Guide for Teacher*. New York: Regents Pushing Company, Inc.
- Hatch, E. and Farhady. 1982. *Research Design and Statistic for Applied Linguistics*. London: New Bury House Production, Inc.
- Kagan, S. 1994. *Cooperative Learning: class activities that use cooperative learning*. San Clemente, CA.: Kagan Publishing.
[http://www.edtech.kennesaw.edu/intech/cooperative learning.htm](http://www.edtech.kennesaw.edu/intech/cooperative%20learning.htm).
- Lie, A. 2004. *Mempraktikkan cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Grasindo.
- Lyman, F. 1981. *Strategies for Reading Comprehension: Think Pair Share*. Retrieved 2012, December 24. <http://www.readingquest.org/strat/tps.html>.
- Nova Riana Sari, 2010. *Increasing Students' Reading Comprehension Achievement through Think Pair Share Technique at the Second Year of SMAN 1 Natar Lmapung Selatan*. Bandar Lampung. University of Lampung Press.
- Nuttal, C. 1985. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Simanjuntak, E. G. 1988. *Developing Reading Skills for English Foreign Language Students*. Jakarta: P2LPTK
- Suparman, Ujang. 2007. *Reading Strategies of English as a Foreign Language (EFL)*. Tangerang: Matabaca Press.
- Yessi Tri Noviani. 2012. *The Use of Text with Pictures to Improve Students' Reading Comprehension Skill*. Bandung: Universitas Pendidikan Indonesia.