THE USE OF THINK-PAIR-SHARE (TPS) TECHNIQUE IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION AT SMA NEGERI 15 BANDAR LAMPUNG

Frilly Fdahilah Lestari, Feni Munifatullah, Ramlan Ginting Suka

Email: frillyfadhilah@gmail.com

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat peningkatan siswa dalam pemahaman membaca melalui penerapan teknik *Think-Pair-Share (TPS)* dan mengetahui aspek membaca yang paling meningkat. Sampel penelitian ini adalah siswa kelas X IPS 3 Sekolah Menengah Atas. Penelitian ini menggunakan satu kelompok desain *pretest-posttest* dengan instrumen tes membaca. Hasil dari penelitian ini menunjukan bahwa terdapat peningkatan kemampuan pemahaman membaca teks naratif pada siswa karena level signifikansi menunjukan 0.00<0.05, dan aspek yang paling signifikan meningkat adalah menentukan ide pokok. Hasil ini membuktikan bahwa teknik *Think-Pair-Share (TPS)* dapat digunakan sebagai teknik alternatif untuk meningkatkan prestasi pemahaman membaca siswa.

The aims of this research were to find out whether there was an improvement in students' reading comprehension after being taught through Think-Pair-Share (TPS) technique and find out the aspect of reading that improved the most. The sample of this research was tenth grade students of IPS 3 on Senior High School. This research applied one group pretest-posttest design using reading test as the instrument. The findings showed that there was an improvement in students' reading comprehension in narrative text since the significant value was 0.00<0.05, and the most significant improved aspect was determining main idea. This result proved that teaching reading using Think-Pair-Share (TPS) technique could be used as an alternative technique to improve students' reading comprehension achievement.

Keywords: *think pair share technique, reading comprehension, narrative text*.

INTRODUCTION

Reading is one of crucial language skills. The importance of reading is not only related to the development of knowledge but it is also related to people thinking capability (Harrison, 2004). Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotional, as well as verbal intelligence in communication abilities and longer-term education outcomes. Reading is an interactive process between a reader and text (Shihab, 2011). It is a process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It can be defined that the readers construct the meaning of the text by trying to correlate the text that they read with their background knowledge.

Reading is more than letter recognition, but involves determining meaning and context (Mckee, 2012). In reading, the readers will try to construct the writer's idea, feelings and imagine the visual images during reading the text. Reading cannot be separated with comprehension. Comprehension is the process of constructing a supportable understanding of a text (Neufeld, 2005). It refers to the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. In other words, when the readers read a text, they need to comprehend what the writer tells about and grasp the meaning from the writer's idea in a

text. There are five reading aspects which help the students to comprehend the English text well, i.e. main idea, specific information, references, inference, and vocabulary (Nuttall, 1982).

However, there were several factors that might cause the students find the difficulties in comprehending the text. First, the students found it difficult to comprehend the text because of their lack of vocabulary. It also affected students' interest to read the text because they felt confused about the meaning. Second, there was no particular technique used by the teacher so that the students were not able to involve actively in teaching-learning process. The last was the students found it hard to deal with a long paragraph. It was difficult to them to understand the content of the text.

Concerning those problems, the researcher implemented Think-Pair-Share (TPS) technique as a technique for teaching reading, especially in narrative text. It was one of the techniques that could be applied in senior high-school level because it provided effective, efficient, independent, and responsible process. According to Sampsel (2013) Think-Pair-Share (TPS) technique encourages student participation in discussing and promotes forming and critiquing arguments both in small and large groups. Most activities in Think-Pair-Share (TPS) require the learners to solve some problems in a cooperative way. This technique enable the students to formulate their individual ideas and share the ideas with other students (Robertson, 2013). It gives the students an opportunity to discuss their problem

in comprehending a text with other students so that they can find the solution to solve it together. This technique increases the students' sense of involvement in classroom learning that is directed to work both individually and collaborative contribution by giving and taking information from each other.

In summary, the research tried to find out the students' capability in comprehending narrative text and the aspect of reading that improved the most after being taught by using Think-Pair-Share (TPS) technique. It was hoped that Think-Pair-Share (TPS) technique was able to make the students' active in learning process so that their achievement in reading comprehension improved.

METHOD

The population of this research was the first year students of SMA Negeri 15 Bandar Lampung academic year 2018/2019 which consisted of 30-35 students in each class. The researcher took one class as the tryout class, it was X IPS 4, and one class as the experimental class, it was X IPS 3. This study applied a quantitative experimental design which used One-Group Pretest-Posttest design since this research only used one class as the experimental class to see the comparison of the result before and after the treatments (Hatch & Farhady, 1982). The variables of this research were Think-Pair-Share (TPS) technique as the independent variable (X) and students' reading comprehension in narrative text as the dependent variable (Y).

Reading tests were used as the instrument to find out how far teaching reading through Think-Pair-

Share (TPS) technique could affect students' reading achievement. In analyzing the data, Paired Sample T-test was used in which the significance was determined by $\alpha < 0.05$.

RESULTS AND DISCUSSIONS

Results
This research was aimed to answer the questions whether there was an improvement in students' reading comprehension achievement and the aspect that improved the most after being taught through Think-Pair-Share (TPS) technique. Several procedures had been done in order to find out the answer. The data had been computed and analyzed to draw the answer.

The result showed the total score of the pre-test was 1850, and the mean score was 61.5. It proved the assumption that the students find the difficulties on reading comprehension. After conducting the pre-test and treatments, the writer administered the post-test to measure the students' reading comprehension achievement. The result showed the total score of the post-test was 2043, and the mean score was 74. The result indicated that there was an improvement in students' reading comprehension achievement. It can be seen from the students' mean score in post-test that increased 12.5 points from 61.5 to 74.

In this study, Paired Sample T-test was used to test the hypothesis, in which the significance was determined by $0.00 < 0.05$. The significanct level was lower than 0.05. It means that H_1 is accepted and H_0 is rejected. It proved that the T-value is higher than T-table based

on df (15.160>2.0452). Thus, it can be concluded , that there was an improvement in students'reading comprehension achievement after being taught by using Think-Pair-Share (TPS) technique for the tenth grade students of SMA Negeri 15 Bandar Lampung.

There were five aspects of reading comprehension which were measured in this research, such as determining main idea, analyzing specific information, finding reference, making inference, and understanding vocabulary. Think-Pair-Share (TPS) technique had good effect on determining main idea from the text. The score of determining idea was 112 in the pre-test and it was 146 in the post-test. The improvement in main idea proved by using One-Way ANOVA computation on SPSS 16.0 for windows.

Discussion of the Findings

The result indicates that the hypothesis proposes is accepted. Thus, this study finds that teaching reading through Think-Pair-Share (TPS) technique is effective to improve students reading comprehension. Think-Pair-Share (TPS) technique give a possitive impact on students' reading comprehension. The technique can help the students comprehend the text especially in narrative text more easily. It provides opportunities for students to explore and develop the idea not only rely on the ideas and the background knowledge that they have, but also from their partners.

The result of this study is in line with the previous related research by Budiarte (2017) in improving students' reading comprehension

through Think-Pair-Share technique. The result signifies that there is an improvement of students' reading achievement from pre-test to post-test. This findings also supports the previous findings done by Supriyani (2017). It shows that there is a statistically significant difference of the students' reading comprehension achievement after being taught by using Think-Pair-Share (TPS) technique.

The findings of this study not only analyze the improvement of the students' reading comprehension achievement, but also the increase of each aspect of reading comprehension. The result shows that the aspect of main idea has the highest improvement than other aspect. This evidences different result with the two previous studies that reveal specific information in narrative text and vocabulary in report text have the highest improvement among the other aspects of reading comprehension.

In brief, it can be stated that Think-Pair-Share (TPS) technique not only manages to improve students' reading comprehension, but also the aspects of reading, especially in determining main idea. The students can find the main point of a passage by gathering all the information that they get in "Think Time" and combine their idea by obtaining the information they get from their friend. The students become actively involved in learning process and makes the students easier to obtain the information. It gives the students not only time to think and develop their idea in "think time", but also gives the students opportunity to have pair discussion in "pair" and

"share time" in order to discuss the text and solve the problem together.

In implementing Think-Pair-Sahre (TPS) technique, the students work not only individually but also as a team. In the first step, they read a passage about narrative text, then they analyze that passage and try to answer the question in the worksheet given to them individually. Next, they gather with others to make small groups and share their ideas in order to find the best answer to the questions given to them before. By following these steps, they can explore their knowledge, and it makes them able to answer every question related to the topic given to them. As a result, their ability in reading improved rapidly.

Another good point of Think-Pair-Share (TPS) technique is the information gap between the students. It allows them to give information to their friends. One student has the information that the other partner does not have and the partners share their information. Each student plays an important role because the task cannot be finished unless they complete their job to provide the information that the other needs.

It is also finds that Think-Pair-Share (TPS) technique makes the students feel more confident because they have an opportunity to involve actively in the learning process by discussing their ideas with their friends. This is supported by Utama, Marhaeni, & Putra (2013) that Think-Pair-Share (TPS) directly invites students to be active in the learning activities in the classroom. Students try to use all the senses, knowledge, and skills possessed to gather information about the topic that makes them become enthusiastic.

This is also supported by Kagan's idea (2009) that Think-Pair-Share model has benefit such as are; students are actively engaged in thinking; thinking becomes more focused when it is discussed with a partner; more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic; many students find it easier or safer to enter a discussion with another classmate, rather than with a large group; and when students have appropriate "think time," the quality of their responses improves. In pairing, students have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

All of all, it can be stated that Think-Pair-Share (TPS) technique is able to improve students' reading comprehension and also the aspects of reading. Clearly, it can be approved that Think-Pair-Share (TPS) technique is an effective technique for teaching reading at the tenth grader students of SMA Negeri 15 Bandar Lampung.

CONCLUSIONS AND SUGGESTIONS

On the whole, there is an improvement of students' reading comprehension before and after being taught through Think-Pair-

Share (TPS) technique. It is proved by the improvement of the students' mean score in post-test which was higher than in the pre-test. Besides that, the aspect of reading skill that improve the most among other aspects of reading is determining main idea since those basic three steps provide the students to obtain more information.

Regarding the several conclusions above, the researcher would like to propose some constructive suggestions. Firstly, for the teacher, who is on the teaching and learning process, is suggested to pay attention to the teaching material which is going to be used. It is important to use the text which is complex but not too long so it is easy for the students to understand the text. Furthermore, there is an aspect of reading which the students' have difficulty to understand, such as finding inference. Therefore, the teacher should pay more attention in this aspect while teaching reading. Secondly, for the further researcher who wants to conduct this technique on different level of students, different skill or different type of text is highly suggested to balance the number of participants or students since Think-Pair-Share (TPS) technique requires every student to have a partner to share the information. It is also suggested to extend the number of participant or student to get more accurate result. For example, there are 30 students as the subject in this study, the future researcher can make it 100 students or more. Moreover, it is recommended to enhance another proper method of data collection such as questionnaire or interview to recognize students' limitation during the implementation of Think-Pair-Share (TPS) technique.

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