

## IMPROVING STUDENT'S READING COMPREHENSION BY USING THINK PAIR SHARE TECHNIQUE

(An Experimental Research at Second Year Students of SMAN 1 Kembang Tanjong in the Academic Year 2017/2018).

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### ABSTRACT

The objective of the study is to find out whether teaching reading by using think pair share technique cooperative learning can improve student's reading comprehension. This study was conducted at second years students of SMAN 1 Kembang Tanjong, pidie. The writer used Think Pair Share Technique to teach the student in reading comprehension. The instrument used to collect data in this research was a set of test, that consisted of pretest and posttest. Pretest was given before the writer doing treatment by using Think Pair Share Technique to know the ability of student in mastering reading skill. Post-test was given to know the ability of the student after the teaching proses by used Think Pair Share Technique for six times. The calculation of the data showed the average score of pre-test experimental class was 53,8 and control class was 47,4. Whereas value of post-test in experimental class was 63.73 and control class was 48,36. The writer got t-score of the students is 5,17 which higher than t-table 1,684 by the level significant of 5%. It indicated that there was a significance progression between students' pre-test and post-test score in the experimental class after applying Think Pair Share Technique. So, the students' who was taught reading skill by using think pair share technique were better than whose did not taught reading by using Think Pair Share Technique.

**Key Words:** Reading, Think Pair Share, Cooperative Learning

### INTRODUCTION

Language is a tool of communication. that used to express felling, idea or opinion to communicate each other. Humans use the language as a way of signaling identity for one cultural group to others. There are many languages in the world one of them is English. English as an international language that plays a very important role in global communication. That is considered as one of foreign language that taught from elementary school up to university level in Indonesia. In various aspects of linguistic point of view, it is completely different from Indonesian language, involving the grammar rules, syntax, morphology and pronunciation. English teaching involve of four language skill: they are Listening, Speaking, Reading, and Writing.

Theoretically, in term of language teaching and learning, they are four aspects that support four language skill, such as : grammar, vocabulary, spelling that are also taught in English classes. Among the four basic language skills that student need to learn is reading.

Reading is one of the most important skills in learning English that must mastered by the students. The students are expected to be able to read the texts and articles in English because it will help them to got the real meaning of texts tell about . A student whose reading skill is poor, he is very likely to fail in their study or he will in poor from many information. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

Reading is only incidentally visual, the reader then contributes more information by the print on the page (Brown 2001: 299). Reading enables people to find out information from the variety of texts, written or printed information from newspaper, magazines, advertisement, and brochure. In reading activity, we are not only reading the text, but also trying to understand what we are reading. Leipzig (2001) stated that reading require word recognize, comprehension, and fluency. To understand all type of information in an array of the texts, it requires not only the reading activity, but also ability to understand the content. In addition, he states that without the ability to understand the text content, one is not able to absorb or comprehend a lot of information quickly, accurately, and easily.

Based on the writer experience when she doing teaching practice at SMA 1 Kembang Tanjong, most of student were not interested in reading because the student got some difficulties in understanding the texts. Such as, they had poor vocabulary that make them can't understand the whole meaning of the texts, they can't make the right intonation when read the text, they can't comprehend the texts rightly.

Another problem also came from the teacher which is the teacher did not prepared the material before teach in the class it could be caused by another activities of teacher such as the teacher too busy with administration of the school. The problems of classroom situation are: (1) the students do non-academic activities rather than academic. They are noisy in the teaching and learning process by chatting with their friends; (2) the students tend to be passive learners because the teacher dominates the classroom activities.(3) They only read the text when the teacher asks them without

knowing what the text was about. (4) They think that reading English text is very difficult to understand, so they are reluctant to read English text and they are lazy to do their home works. So that, the teacher must have a good technique to make students are interested in studying reading and solve all the problems in it. Some of the technique that can use in teaching reading are Stad (Student Team Achievement), jigsaw, Team Accelerated Introduction, Group Investigation, and Think Pair Share Tehnique.

In teaching reading, need to choose a suitable method to help the student to improve the ability of reading skill. According to Brown (1994: 91), method is generalized set of classroom specification of accomplishing linguistic objective. They are several techniques that can use by the teacher for teaching reading. According to Harrison and Coles (1992: 121) the techniques that can be used in teaching reading as follows: STAD (Student Team Achievement Divison), Think Pair Share, Jiqsaw, Team Accelerated Introduction, Group Investigation. One of the effective technique in teaching reading is Think Pair Share.

Think Pair Share is one of the technique under cooperative learning. TPS is used in teaching reading in order to make student interesting in teaching learning. Especially in reading. According to Arends ( 2009: 370 ) that is an effective way to change the course pattern in a classroom. It challenges the assumption that all recitation or discussions need to be held in whole-group setting, and it has built-in procederes for giving student more time to think and respond and help each other.

Think pair share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class size. Think pair share is cooperative learning

strategy, which allows students to think about a question, idea, issue, or notion, and share their thought with partners before discussion in a small group.

Related of explanation above the researcher conclude that think pair share has many advantages in learning reading comprehension especially in understanding descriptive text. The students become more active participant in learning. The students have more time to think the materials by themselves. The students become active with each other to solve the task that is given by the teacher. Think Pair Share technique also increased the student motivation to learn reading. As we know in Think Pair Share Technique the students have more change to express their idea or opinion because the teachers do not speak all the time. They not only got the knowledge from their teacher but also they got it from their classmate. Based on the explanation above, the researcher formulated the research as follows: "Does the implementation of free think pair share technique improve student's ability in reading comprehension at the second years students of SMAN 1 Kembang Tanjong?". It was to verify that think pair share technique improve the students reading ability at the second year students of SMAN 1 Kembang Tanjong.

## METHODOLOGY

This research is an experimental study of teaching reading comprehension to the second year students through think pair share technique under cooperative learning on descriptive text, which is intended to obtain information in students' ability of reading comprehension at SMAN I Kembang Tanjong and it used experimental research design in order to answer the research problem. The population of the study is all the second year students of SMAN Kembang Tanjong in the academic year 2017/2018. There are eight classes of the second year,

The totals of the second year students are 227 students. They are consist of 102 boys and 124 girls. The students of each class are approximately 24-25 students. Because this study used the experimental class and control class so the researcher choosed XI-MIP2 and XI-MIPA3 as sequential class by using non-probability sampling. Sugiyono (2006: 95) state that non-probability sampling is a technique in establish the sample without giving the same chance to the population to be a sample because of any reason such as a limitation time, and budget. The sample will be choosen based on researcher judgment.

The study employed multiple data gathering over sixs meeting period. The writer was meet the class two times a week. The writer used the Think Pair Share technique in her research. The writer conducted a set of test as the instrument in this study namely written test, which consisted of pretest and posttest. Pre-test was given in the first meeting in order to see how far the student's ability in reading comprehension skill before the writer teach them by using Think Pair Share Technique.

In the last meeting, post-test was given in order to know if there were some improvement of student's ability in reading reading comprension skill. Both the experimental class and control class got the test which consisted of 20 multiple chosoe of question and each questions is consisted of one correct answer. After the pre-test and post-test at experimental and control class, the researcher checked the students paper test and gave the score based on their result. The witer gave the score 5 point for each questions, if the student can answer all the questions they got score 100.

After pre-test and post-test are conducted, the scores of all tests are set up in the frequency distribution which is analyze by using mean. The mean is use

to find the average score of the whole experimental. The formula of the mean is students pre-test and post-test in the suggested by sudjana (2005) as follows:

$$\bar{x} = \frac{\sum f}{f}$$

Where:  $\bar{x}$  = the mean score of experimental group  
 $\sum f$  = the sum of frequency and median  
 $f_i$  = the frequency

To find out the standard deviation, the writer would use formula as stated by Sudjana, (1982:112). The formula as follow:

$$S^2 = \frac{n(\sum f x^2) - (f)^2}{n(n-1)}$$

Where:  $S^2$  = variant  
 $S$  = Standar deviation  
 $n$  = number of sample  
 $\sum f$  = the sum of frequency and median  
 $f_i x_i$  = frequency and median

The writer also used t-test as mentioned by by Sudjana, (2005:293). The formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:  $t$  = t-test  
 $\bar{x}_1$  = average score of experimental group  
 $\bar{x}_2$  = average score of control group  
 $S$  = standard deviation  
 $n_1$  = number of students of experimental class  
 $n_2$  = number of students of control class

## RESULT

### 1. The Analysis of the Data

#### 1.1 The Analysis of Pre-Test for Experimental Group

**Table 1. Frequency Distribution of Pre-Test of Experimental Group**

Score	$f_i$	Median ( $x_i$ )	$f_i x_i$	$x_i^2$	$f_i x_i^2$
30 – 36	2	33	91	1089	2178
37 – 43	3	40	120	1600	4800
44 – 50	6	47	282	2209	13254
51 – 57	4	54	216	2916	11664
58 – 64	7	61	427	3721	26047
65 – 71	2	68	136	4624	9248
72 – 78	1	75	75	5625	5625
Total	25	378	1345	21784	72816

Based on the table of frequency distribution above, the mean can be calculated as follow:

$$\bar{x} = \frac{\sum f}{\sum f_i}$$

$$= \frac{1}{2}$$

$$= 53.8$$

Then, the standard deviation can be calculated as follow:

$$\begin{aligned}
 s^2 &= \frac{n(\sum f_i x_i^2) - (f_i x_i)^2}{n(n-1)} = \frac{11.375}{600} \\
 &= \frac{25(72816) - (1345)^2}{25(25-1)} \quad s^2 = 1895 \\
 &= \frac{1820400 - 1809025}{25(24)} \quad s = \sqrt{1895} \\
 & \quad \quad \quad s = 4.35
 \end{aligned}$$

## 1.2 The Analysis of Pre-Test for Control Group

**Table 2. Frequency Distribution of Pre-Test of Control Group**

Score	$f_i$	Median ( $x_i$ )	$f_i x_i$	$x_i^2$	$f_i x_i^2$
30 - 35	5	32.5	162.5	1056.25	5281.25
36 - 41	4	38.5	154	1482.25	5925
42 - 47	4	44.5	178	1980.25	7921
48 - 53	5	50.5	252.5	2550.25	12751.25
54 - 59	2	56.5	113	3192.25	63845
60 - 65	4	62.5	250	3906.25	15625
66 - 71	1	68.5	68.5	4692.25	4692.25
Total	25	353.5	178.5	18859.75	58584.25

Based on the table of frequency distribution above, the mean can be calculated as follow:

$$\begin{aligned}
 \bar{x} &= \frac{\sum f_i}{\sum f_i} \\
 &= \frac{1}{2} \\
 &= 471.4
 \end{aligned}$$

Then, the standard deviation can be calculated as follow:

$$s^2 = \frac{n(\sum f_i x_i^2) - (f_i x_i)^2}{n(n-1)}$$

To find the combination of the Standard deviation between experimental group and control group, The writer used

$$\begin{aligned}
 S^2 &= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \\
 &= \frac{(25 - 1)18.95 + (25 - 1)2209.53}{25 + 25 - 2} \\
 &= \frac{4548 + 5302872}{50 - 2} \\
 &= \frac{5307420}{48} \\
 &= 110779.58 \\
 &= \sqrt{110779.58} \\
 S &= 5.04
 \end{aligned}$$

$$S = 5.04$$

Then, the writer calculated the t-test of pre-test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
 &= \frac{25(58584.25) - (11785)^2}{25(25-1)} \\
 &= \frac{1464606.25 - 138886.22}{25(24)} \\
 &= \frac{1325720.03}{600} \\
 s^2 &= 2209.53 \\
 s &= \sqrt{2209.53} \\
 s &= 47.00
 \end{aligned}$$

the formula that was suggested by Sudjana (1996:239), as follows:

$$\begin{aligned}
 &= \frac{53.8 - 471.4}{5.04 \sqrt{\frac{1}{25} + \frac{1}{25}} - 4.17} \\
 &= \frac{53.8 - 471.4}{5.04 \sqrt{\frac{2}{25}} - 4.17} \\
 &= \frac{53.8 - 471.4}{5.04 \sqrt{0.08} - 4.17} \\
 &= \frac{53.8 - 471.4}{5.04(0.08) - 4.17} \\
 t &= \frac{0.40}{0.40} \\
 t &= -10.42
 \end{aligned}$$

it was showed that the result of pre-test of both groups was -10.42. The score of t at significance score was 5% and degree of freedom is 48 in the table of critical value of t is 1.684. As, we

know,  $H_a$  was rejected because the calculation of t-score was lower than t-value; t-score < t-value,  $-10.42 < 1.684$ . It indicated that  $H_a$  was rejected.

### 1.3 The Analysis of Post-Test for Experimental Group

**Table 3. Frequency Distribution of Post-Test of Experimental Group**

Score	$f_i$	Median ( $x_i$ )	$f_i x_i$	$x_i^2$	$f_i x_i^2$
40 - 46	3	43	129	1849	5547
47 - 53	3	50	150	2500	7500
54 - 60	5	57	285	3249	16245
61 - 67	3	64	192	4096	12288
68 - 73	4	71	284	5041	20164
74 - 80	5	77	385	5929	29645
81 - 87	2	84	168	7056	14112
TOTAL	25	446	1593	29720	105.501

Based on the table frequency of students' score above, the mean can be calculated as follow:

$$\begin{aligned}
 \bar{x} &= \frac{\sum f}{\sum f} \\
 &= \frac{1}{2} \\
 &= 63.72
 \end{aligned}$$

Then the standard deviation can be calculated as follow:

$$\begin{aligned}
 s^2 &= \frac{n(\sum f_i x_i^2) - (\sum f_i x_i)^2}{n(n-1)} \\
 &= \frac{25(105501) - (6372)^2}{25(25-1)} \\
 &= \frac{4060238 - 263752}{25(24)} \\
 &= \frac{379648}{600} \\
 s^2 &= 632.74 \\
 s &= \sqrt{632.74} \\
 s &= 2.80
 \end{aligned}$$

### 1.4 The Analysis of Post-Test for Control Group

**Table 4. Frequency Distribution of Post-Test of Control Group**

Score	$f_i$	Median ( $x_i$ )	$f_i x_i$	$x_i^2$	$f_i x_i^2$
30 - 36	2	33	66	1089	2178
37 - 43	6	40	240	1600	9600

44 – 50	8	47	376	2209	17672
51 – 57	3	54	162	2916	8748
58 – 64	5	61	305	3721	18605
65 – 70	1	68	68	4624	3600
TOTAL	25	303	1.209	15135	60.403

Based on the table of frequency distribution above, the mean can be calculated as follow:

$$\begin{aligned}\bar{x} &= \frac{\sum f}{\sum f_i} \\ &= \frac{1}{2} \\ &= 48.36\end{aligned}$$

Then, the writer calculated the standard deviation. The calculation was as follow:

To get the combination of the Standard deviation between experimental group and control group, the writer used

$$\begin{aligned}S^2 &= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \\ &= \frac{(25 - 1)6321.74 + (20 - 1)2209.53}{25 + 25 - 2} \\ &= \frac{15185.76 + 53028.72}{50 - 2} \\ &= \frac{68214.48}{48} \\ &= 1421.13 \\ &= \sqrt{1421.13} \\ S &= 37.24\end{aligned}$$

The last step was the calculation of t-test. To estimate the t-test, the writer used the formula that was designed by

$$\begin{aligned}t &= \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{63.72 - 48.36}{37.24 \sqrt{\frac{1}{25} + \frac{1}{25}}} \\ &= \frac{15.36}{37.24 \sqrt{\frac{2}{25}}}\end{aligned}$$

Base on the calculation of t-test above, it showed that the result of pre-test of both groups was 5.17. The score of t

$$\begin{aligned}s^2 &= \frac{n(\sum f_i x_i^2) - (f_i x_i)^2}{n(n-1)} \\ &= \frac{25(60403) - (1209)^2}{25(25-1)} \\ &= \frac{1510075 - 1461681}{25(24)} \\ &= \frac{48394}{600} \\ s^2 &= 8065 \\ s &= \sqrt{8065} \\ s &= 8.98\end{aligned}$$

the formula that was suggested by Sudjana (1996:239), as follows:

Sudjana, (2005:293). The process of calculation was as follow:

$$\begin{aligned}&= \frac{15.36}{37.24 \sqrt{0.08}} \\ &= \frac{15.36}{37.24 (0.08)} \\ t &= \frac{15.36}{2.97} \\ t &= 5.17\end{aligned}$$

at significance score was 5% and degree of freedom is 48 in the table of critical value of t is 1.684. As we



know,  $H_a$  would be accepted if the calculation of t-score was highest than t-value. Base on the analyzing of t-score above, it indicated that t-score was bigger than t-value;  $t\text{-score} > t\text{-value}$ ,  $5.17 > 1.684$ . In other word,  $H_a$  of this study was accepted while the  $H_o$  was rejected.

## CONCLUSION

After applying think pair share tehnikue at second years students' of SMAN 1 Kembang Tanjong and according the result of any tests, could be summarized that there was a significant difference before and after applying think pair share technique in teaching descriptive text. It means that using think pair share technique in teaching reading is helpful, especially in improving student's writting skill on descriptive text, it can be shown from the result of pre-test and post-test in both class experimental class and control class.

Based on the data analysis, the writer found out the result of t-score of post-test (5.17) is bigger than t-score of pre-test ( -10.42 ). So, the writer can say that the hypothesis is accepted. The statistical analysis showed that the experimental group got higher score than the control group, in short, applying think pair share technique in teaching reading develops the students' reading comprehension. It is clear that the experimental group that was treated with TPS obtained better result that control group which was taught without TPS.

Based on the conclusion presented before, the writer would like to suggest some ideas to make the teaching learning process of reading to be more improved and developed. In English teaching learning process, the teacher should teach reading more professional. It should be

taught by using various method and technique to increase students' interest in learning reading. The teacher should choose the suitable material to support the method and to achieve the goal of the classroom and create and nice situation to make the students interest in learning in group. The teacher should motivate the students to take part actively in every classroom activities. The teacher should use an interesting and effective method or technique to teach the students so that the students never get bored in learning English. The teacher also was suggested in mastering her/his materials to show a good performance during teaching learning process. The students as the object of teaching should comprehend seriously in learning process, including in reading class.

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