

The Effect of Think Pair Share Technique on Students' Reading Comprehension Achievement

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Abstract:

Background: The objective of this research was to find out whether there was a statistically significant difference in the students' reading comprehension achievement between the pre-test and post-test in the implementation of TPS technique.

Materials and Methods: The approach of the research was quantitative. The subjects were 30 students of the second grade of SMAN 10 Bandar Lampung. This research used one group pre-test and post-test design. The data were collected through pre-test and post-test. In this research, a repeated measure t-test was used to analyze the data.

Results: The result showed that there was a statically significant difference in students' reading comprehension between the pre- test and post-test. In the pre-test, the mean score is 64.56 and it becomes 89.06 in post-test. This means that there is an increase of 24.5 points.

Conclusion: This suggests that TPS technique facilitates the students to improve their achievement in reading comprehension. Additionally, TPS technique also increased students' reading comprehension in all aspects of reading comprehension which finding specific information has the most increased.

Key Word: reading, reading comprehension, TPS technique

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I. Introduction

Considering the purpose of reading, Willis (2008) states by reading, someone can find the information he/she needs with the specific information. Reading helps the reader to get what they want to know. Additionally, by reading we learn something new which we do not know before, we may learn about the meaning of culture, practice, and forms of culture. Then, we are passing along the bridge toward new knowledge. In short, reading is an activity by which we can improve our general knowledge, get information and pleasure (Sriwahyuni, et al., 2014). Furthermore Grabe & Srtoller (2002) states that reading is the ability to draw meaning from the printed page and interpret the information appropriately.

Students who learn English are expected to master every single language skill with reading skill as the main skill. Reading is the main skill that students have to master. It is because in many tests which students face containing reading text. In usual condition, reading a book, an article, or a passage in English for some students are not an easy work to do. It also happens for the students' final examinations. There are almost all kinds of text that appear in students' final examination even in the National Examination. Many students got low scores in the reading section because it is hard to identify the main idea, inferences, specific information, and the word meaning of the text.

In addition, based on the pre-observation, Senior high-school 10 Bandar Lampung the English teacher said that students got 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, the teacher should find a way to succeed in 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. To solve the problems above, the techniques used should be useful which is to help students improve their reading ability. Cooperative learning is an effective way to improve language skill for students (Kagan & Kagan, 2009). Many techniques can be used. Think-Pair-Share (TPS) is one of the techniques that is expected to be a good answer for the teacher to increase the students' reading comprehension. TPS is a technique that is followed by three steps; thinking, pairing and sharing. The Think-pair-share technique is one of the cooperative learning techniques found by Lyman in 1981. Think- pair-share may give the students the opportunity to discuss their problem in comprehending a text to another, so they are expected to be able to

solve the problem together. There are some researchers that use think-pair-share technique to increase students' reading comprehension achievement.

Kurniasih (2017) TPS technique can be a good stimulus of teaching to increase students' reading comprehension achievement. The result showed a positive impact on students' reading achievement.

Ofodu and Lawal (2011). All of them proved that TPS technique was effective to improve students' reading comprehension. This technique could help the teacher to increase students' comprehension of the text by focusing on the steps before, during, and after reading.

Ageasta (2018) Reading narrative text can be taught by applying Think-Pair-Share strategy. It means that the teacher can use Think-Pair-Share strategy in teaching reading narrative text. By applying this technique, the students can become interested, motivated, and understand the narrative text well.

In line with the explanation above, this study was aimed to investigate the improvement of students' reading comprehension achievement and to find out which aspects of reading comprehension improved the most after using Think-Pair-Share technique. In addition, to support the previous research findings, the researcher applied this technique in teaching reading in another level of education, that is senior high school, and another text, that is analytical exposition text.

II. Material And Methods

This research was quantitative. The researcher used the *one-group pretest-posttest* design to see the significant difference between before and after the application of Think Pair Share technique. The design used one class, as the experimental class which received the treatment. The research design followed the model as proposed by Setiyadi (2006 :143), as follow:

T1 X T2

The population of this research was the students of the second year at SMAN 10 Bandar Lampung. The sample was XI IPA 8. A class as the experimental class. The research was conducted into several procedures, they are 1) determining the population and sample, 2) selecting the instrument materials, 3) administering the tryout, 4) administering the pre-test, 5) giving treatment, 6) conducting the post-test, 7) analyzing data, and 8) hypothesis testing. The pretest and posttest used 40 items with options A, B, C, and D. In this research, a repeated measure t-test was used to analyze the data then saw the mean score with SPSS 16.00Ver and used Excel for percentage of improvement each aspect of reading. The percentage was counted by the correct answer in each aspect then divided with total questions.

III. Result

The pretest was conducted for an experimental class in the time allocated 60 minutes. The students who practiced in the pretest were 30 students at XI IPA 8. The numbers of item in the test were 40 with four alternative answers for each (a, b, c, and d), one as the correct answer and the rest were distracters. In the experimental class, the total scores of all students were 1937.00 and the mean score of the pretest was 64.5667. The highest score was 75 and the lowest score was 47.

The post test was administered in order to see the students' score of reading comprehension of analytical exposition text after being taught through TPS technique. The post test was conducted in the experimental class. From the result, it was found that the total scores of post test in the experimental class is 2672.00. The mean of post test is 89.0667; the highest score is 97 and the lowest score is 72.

It can be seen on both pre-test and post-test means. The mean of students' scores in pre-test and post-test increased from 64.56 to 89.06. It indicates that there is an increase of the mean that is about 24.5 increase. In other words, TPS technique helps students increasing their reading comprehension achievement. For the detail, it can be seen from the Paired Sample Statistic, as follow:

Table 1. Improvement from the Pre-Test to the Post-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	89.0667	30	6.34596	1.15861
Pretest	64.5667	30	7.90758	1.44372

Paired Samples Test

Paired Differences	t	df	Sig. (2-
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	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
				Pair 1 POSTTEST - PRETEST	24.0000			

In addition, Think-Pair-Share technique also helps the students increasing their reading comprehension achievement in each aspect. Table belows provided students' score of each aspect of reading comprehension.

Table 2. Improvement from Pre-Test to Post-Test for Each Aspect of reading Comprehension

Aspects Of Reading (Pre-Test)	Items number	Total Question	Correct Answer	Percentage (%)
Determining Main Idea	1, 2, 5, 9, 13, 16, 21, 29, 32	270	173	14%
Finding Specific Information	18, 20, 25, 27, 30, 31, 35	210	143	12%
Finding References	3, 7, 17, 23, 24, 26, 33, 40	240	180	15%
Finding Inferences	6, 10, 11, 14, 22, 28, 34, 37, 39	270	141	12%
Understanding Vocabulary	4, 8, 12, 15, 19, 36, 38	210	141	12%
		1200		

Aspects Of Reading (post-test)	Items number	Total Question	Correct Answer	Percentage (%)
Determining Main Idea	11, 12, 1, 15, 19, 26, 23, 8, 38	270	216	18%
Finding Specific Information	28, 22, 31, 6, 9, 10, 32	210	208	17%
Finding References	13, 3, 27, 25, 30, 5, 39, 37	240	228	19%
Finding Inferences	2, 6, 17, 20, 24, 7, 40, 34, 36	270	242	20%
Understanding Vocabulary	14, 4, 18, 21, 29, 33, 35	210	177	15%
		1200		

Aspects Of Reading	Pretest (%)	posttest (%)	Increase (%)
Determining Main Idea	14%	18%	4%
Finding Inferences	12%	17%	5%
Finding References	15%	19%	4%
Finding Specific Information	12%	20%	8%
Understanding Vocabulary	12%	15%	3%

Think-Pair-Share technique also increased students' reading comprehension in all aspects of reading comprehension, such as determining main idea was 4% increase, finding specific information 8%, finding inference 5%, finding reference 4%, and understanding vocabulary 3%. Moreover, TPS technique mostly increased students' reading comprehension in finding specific information. By using TPS technique, it could be easier for the students to find specific information from the story in the text. It is because TPS technique provided the students in obtaining more information in each stage.

IV. Discussion

The purpose of the research was to find out whether there was any significant improvement of students' reading comprehension after being taught through Think Pair Share technique or not. The students' score of pretest and posttest were compared to determined students' improvement. The improvement showed that the achievement of experimental class was at the mean score from 64 to 89. This means that there was an increase of 24 points. It implied that the Think Pair Share technique had positive effect on students' reading achievement. On the other hand, the researcher not only analyzed the improvement of the students' reading comprehension

achievement but also included the increase of each aspect of reading comprehension. So it made the result of this research deeper and more specific. In order to find out whether there was any significant improvement of students' reading comprehension after being taught through Think Pair Share technique or not, this research analyzed the data by using Independent Group T-test to measure the data from pretest and posttest score.

Think-Pair-Share is a technique that combines both individual learning and also collaborative learning. This technique provided the students with the three basic steps that facilitated the students in developing their minds. In "Think Time", the students could develop their thinking about the text they got. In this section, they thought about the text and developed their mind by gathering all the information before they go on to the next step. Since they got an unfinished text and they were forced to be able to understand the whole text in order to get the whole information of the text, so it triggered the students to be active in the next step to obtain the information they needed. This section trained the students to active their schemata for understanding the text that the teacher had built in the first of treatment, pre-activity.

As Simanjuntak (1988:4) said that the first point to be made about the reading process is comprehension and meaning is a basic element of comprehension. It implies that comprehending the text is an interactive process between the readers' background knowledge and the text itself. So, the students were helped by this section "think time". Because the students' schemata had been active in this section. This technique also facilitated the students in elaborating their idea with their pair in order to obtain the whole information. Students are given a time to think through their own answers about the questions before they discuss it with their pair. The "wait time" helps students to review about their background knowledge that is related to the topic given by the teacher. By reviewing the background knowledge, students can brainstorm their ideas and then form it to get the best answer. Then, the limit of wait time makes students be more focus to quietly think about the questions in order to answer them. Additionally, by acquiring "wait time", teacher will be able to elicit more correct responses from their students without perceiving "wait time" as waste of their time, thus developing a generation of critical thinkers (Singh, 2014).

The second section was the "pair section". This section as Allen (2017) said one of the advantages of TPS that provides students time to think to prepare their own information for the discussion with their pair. From this section, the students were able to talk about their thinking about the text with their pair. So, it was providing the students' opportunity to elaborate their idea with their pair. Each of the students talked about their idea that they had prepared before in "Think Time".

Sugiarto (2014:212) noted some important benefits of using TPS in his study. It improves communicative skill. Sharing ideas to classmates helps students learning how exchanges ideas or opinion appropriately. The last section was the "share section". This section as Mchother (1986: 212) states that reading is a way of taking new ideas and identifying information to be learned. It means that, when someone is reading a text, he or she may find new things that he has known yet. He may also find information that will help him or her learn something; in this case, his knowledge will certainly be better than before. It was related to TPS technique especially in the last section was "share time" the students were facilitated in the advanced pair discussion. The students discussed the information they got from the "Think Time" and also in the "pair time". So in the share times, students found new things that they had to know yet and also their knowledge be better than before.

According to Suparman (2012), there are five reading aspects which help the students to comprehend the English text well, they are: main idea, specific information, references, inferences, and vocabulary. In order to find out the aspect of reading that improves the most, the researcher calculated the gain of each aspect.

Specific information is the aspect that improves the most among the other aspects since those three basic procedures provided the students to gain more information. In "Think Time", the students read the text and found some information about the text by themselves. The information they got based on their schemata. In the next section which was "pair time", the students combined the information of the half text to the other half text in order to get the whole information. This procedure enabled the students to get more information about the other half of the text.

In the last procedure, "share time", the students with their another pair collected the whole information to suit all the information to be the fixed one. It was possible for the students to have miss information. This section provided the students to discuss that problem. From those sections, it can be assumed that this technique provided the students in obtaining more information. So that is why "Finding Specific Information" is the aspect that improves the most among the other five aspects of reading.

The result of this research is also in line with Kurniasih (2017) TPS technique can be a good stimulus of teaching to increase students' reading comprehension achievement. The result showed a positive impact on students' reading achievement. It has been told that TPS technique helped the students to understand the reading text, especially in analytical exposition text. TPS made students' reading comprehension ability improved after implementing this technique. This technique not only gave them time to think the text first at "think time". But

also gave an opportunity for the students to the discussion and got more specific information in "pair time" and "share time" then solve the problem together. In short, this technique is successfully able to improve students reading comprehension. Think Pair Share technique also made students easy to comprehend the text.

In addition, students who are in the upper level of knowledge usually have many opportunities to share their idea because they have more ideas in their minds than the lower students. It can create a situation where the upper students try to dominate the process of learning (especially in the sharing stage). Therefore, the researcher should always check and monitor the entire process to ensure that such a thing does not happen. Students should also be provided an understanding of the equal opportunity and participation in classroom learning. Then, before the researcher teaching the class, the researcher asked the teacher about the number of students in the class. Because the researcher should anticipate if the students are in odd numbers.

V. Conclusion

In line with the result and discussion, it can be concluded that there is a significant improvement of students' reading comprehension after being taught through Think Pair Share technique in reading text. Think-Pair- Share is a technique that combines both individual learning and collaborative learning. This technique provides the students with the three basic procedures that facilitate them in developing their minds. Think Pair Share technique can make students more active and brave to discuss in the class with their friends. Additionally, finding specific information is the aspect that improves the most among the other aspects since those three basic procedures provided the students to gain more information.

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