The Effect of Think-Pair-Share Technique to Improve Students' Reading Comprehension on Narrative Text Text

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ABSTRACT

This research is motivated by the lack of reading comprehension among students, which may be due to a lack of student motivation or the technique utilized in the learning process. Therefore, the researcher attempted to incorporate Think Pair Share into the learning process. This study tries to assess whether or not the Think-Pair-Share strategy has a substantial impact on students' reading comprehension. This study was conducted at SMA Syekh Yusuf Tangerang using samples from grade 2. This research is pre-experimental in nature. This study sampled two classes: XI IPS1 as the experimental class and XI IPS2 as the control class. Both groups were given a pre-test at the start of the study, various procedures in the middle, and a post-test at the conclusion. The acquired data were analyzed using version 24 of IBM SPSS statistics. Using the T-test, researchers assessed the test findings. The findings of the data analysis indicate that t count is more than t table (3,775>1,679), so Ha is approved. This indicates that Think Pair Share has a good effect on pupils' reading comprehension.

Keywords : Narrative Text, Reading Comprehension, Think Pair Share

INTRODUCTION

English is a global language that is used practically everywhere. English is one of the most significant languages used by many individuals to interact with foreign countries. In Indonesia, English is taught as a foreign language since the demand for English proficiency is increasing rapidly. Therefore, the government mandated the inclusion of English in formal education from elementary school through university.

English will be one of the subjects assessed on the national final exam. The examination is one of the requirements for graduating from senior high school.

Students are expected to master four abilities when learning the English language: listening, speaking, reading, and writing. Reading is one of the most essential skills utilized for text-based questions based on the for talents. Therefore, it is necessary to improve students' reading comprehension.

Unfortunately, when the researcher assessed the results of students' reading comprehension, a significant number of pupils still scored below the minimal requirements for mastery (KKM). The average score of students is 66, whereas

the score for the minimal mastery criteria (KKM) is 70. To determine the source of low student scores, the researcher attempted classroom observation and participation in the English-learning process.

As a consequence of classroom observation, the researcher discovered that pupils have trouble locating the text's primary idea, understanding its meaning, and possessing a limited vocabulary. In accordance with the senior high school curriculum of 2006, the standard competence of Reading in the second grade Senior High School is the comprehension of functional text and essays for everyday context. In this case, it is expected that pupils would not only be able to read, but also comprehend the meaning of the entire information that they read.

In addition, these issues may be the result of a teacher's ineffective teaching methods and techniques. The strategy renders students inactive, resulting in boredom and low reading motivation.

Think Pair Share is one of the methods used to teach reading. The researcher employed the Think Pair Share technique to overcome the problem of students' reading comprehension based on the aforementioned scenario. It was demonstrated by Arini Ayuning Palupi in her study titled "Teaching Reading Comprehension Using the Think Pair Share Technique." According to her studies, the strategy has a positive impact on kids' reading comprehension. The pupils' scores improved after adopting the Think Pair Share technique in the learning process. By utilizing the think-pair-share strategy, students engage in an active and conversational learning process. They collaborate with classmates to answer or solve a question about the prescribed reading. Students also practice their communication skills through peer discussions.

Objective of The Research

The study's objectives are as follows:
1. Determine the impact of the Think-Pair-Share technique on students' comprehension of narrative texts.
2. To determine the learning behavior of students utilizing the Think Pair Share technique in the Learning Process.

Reading Comprehension

Reading is an educational process involving the reader and the reading material, in which the reader reads each word individually and can also convert printed text into sound. According to Grabe & Stoller in (Roebl, Shiue, & John, 2002), reading is a cognitively complicated process in which symbols or printed words are decoded into sounds. While, according to (Duke & Pearson, 2011), comprehension is a process in which readers create meaning by interacting with text through the combination of prior knowledge and prior experience, information in the text, and the readers' perspectives relating to the text. Reading comprehension is the process associated to the reader's capacity to analyze the meaning of a word using the knowledge they possess.

In (Javed, Eng, & Mohamed, 2015), Orasanu & Penney (1986) said that reading comprehension is an interaction process between the reader and the text. During the reading process, the reader pulls meaning from the text by adopting good reading comprehension strategies and drawing on prior knowledge.

Think Pair Share Method

Think –Pair – Share is a form of collaborative learning that can be utilized to teach reading. According to Lyman (1987) in (Amin & Raba, 2017), Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a reading-related question. Think Pair Share, similarly defined by McTighe and Lyman (1988) in (Khaghaninejad,

Saadabadimotlagh, & Kowsari, 2015), is a cooperative strategy referring to a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and then share responses with the larger group..

RESEARCH METHOD

SMA Syekh Yusuf Tangerang, located at Jl. Syekh Yusuf No.20 Pasar Lama Sukasari kota Tangerang, hosted the research. The school's second-grade kids served as the subject of the study. The researcher incurred research expenses from March 2018 until August 2018.

This study utilized preliminary research. According to Campbell & Stanley, as reported by Arikunto (2010:123), pre-experiment is frequently misconstrued as experiment. Therefore, it is sometimes referred to as a pseudo-experiment or a quasi-experiment. It was referred to as a quasi-experiment since it did not meet the conditions for scientific experimentation, such as following particular guidelines.

Experimental investigation is the most decisive component of the scientific process, according to Freankel and Wallen (2009, p. 11). This form of research yields the clearest interpretations due to the fact that the researcher actually established several treatments and then studied their effects. The actual research design was as follows.

Tabel 1. Research Design

Class	Pre test	Treatment	Post test
Experiment class	O_{1a}	$X_{1,2}$	O_{2a}
Control Class	O_{1b}	C	O_{2b}

This research employed a quasi-experimental design. In this study, pre-tests were administered to all groups to assess students' reading comprehension prior to treatment, and post-tests were administered to see whether the experimental class performed better than the control class following the intervention.

The pre-test and post-test, which could be examined using a t-test, were used to determine whether or not there were differences in the reading comprehension of students treated with the think-pair-share strategy against those treated with the standard technique.

Population, as defined by Suharsimi (2013), is the subject of all research. Nevertheless, according to (Sugiyono, 2017), a population is a generalized zone comprised of objects/subjects with specific features and characteristics that are set by the researchers to be investigated and then analyzed to draw a conclusion.

This study's target population consists of all second-grade students at SMA Syekh Yusuf Tangerang in the 2018-2019 academic year, which includes 70 students in 3 classrooms. The second grade class distribution is depicted in the table below.

Table 2. The Population of Students

No.	Class	Number of students
1.	XI IPA 1	22
2.	XI IPS 1	21
3.	XI IPS 2	27
	Total	70

Sample

According to Suharsimi (2013), a sample is a portion or representative sample of a researched population. Another remark is seen in (Sugiyono, 2017): "The sample is representative of the population's size and characteristics."

The researcher employed purposive sampling in this study. According to (Sugiyono, 2017), "purposeful sampling is a sample method with particular concerns." The subject was selected not based on stratification or at random, but for a specific purpose. The sample consists of

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two classes drawn from the population of second graders during the 2018-2019 school year. The number of sample students is 48, consisting of 21 students from XI IPS1 as the experimental class and 27 students from XI IPS2 as the control class.

The researcher utilized both classes because one class scored worse than the other. So that the researcher can attempt to increase student performance.

RESEARCH FIDINGS AND DISCUSSION

The study was carried out at SMA Syekh Yusuf Tangerang. The researcher selected two second-grade classes, XI IPS1 and XI IPS2, as the research sample. The XI IPS1 class is experimental, while the XI IPS2 class is controlled. In the learning process, each class received a distinct treatment. In the experimental class, the researcher employed the think pair share technique, whereas in the control class, the other technique was utilized. Nonetheless, the researcher administered the same exam to both classes.

The researcher administered pre- and post-tests to the experimental and control groups, then analyzed the results to determine each student's score. Version 24 of IBM's SPSS statistical computation software would be used to analyze the test results. When assessing the data, the researcher utilized the students' actual grades. It was gathered to determine the difference between each class's pre- and post-test scores.

The result score of the students' Reading Comprehension can be seen in statistic descriptive table below:

Table 3. Statistics Descriptive Pre-test and Post-test of Experiment Class

		Pre test	Post test	Different
N	Valid	21	21	21
	Missing	0	0	0
Mean		53,90	78,24	24,33
Median		53,00	83,00	24,00
Mode		53	87	20^a
Std. Deviation		7,949	10,798	10,970
Variance		63,190	116,590	120,333
Range		33	33	44
Minimum		37	57	3
Maximum		70	90	47
Sum		1132	1643	511

The value of the experimental class prior to the pre-test was 53.90, with the greatest and lowest values being 70 and 37, respectively. In contrast, the average post-test score was 78.24, with the lowest score being 57 and the highest score being 90.

The Reading Comprehension score of students in the control class may be observed in the descriptive statistics table below.

Table 4. Statistics Descriptive Pre-test and Post-test of Control Class

		Pre test	Post test	Different
N	Valid	27	27	27
	Missing	0	0	0
Mean		49,85	61,48	14,07
Median		47,00	60,00	14,00
Mode		43	67	7^a
Std. Deviation		9,147	12,255	7,966
Variance		83,670	150,182	63,456
Range		37	60	30
Minimum		33	23	3
Maximum		70	83	33
Sum		1346	1660	380

(Source : Statistical Result SPSS 24)

On the evidence of the administered pre-test, it was determined that the pre-test score for the control group was 49.85, with the maximum score being 70 and the lowest score being 33. The average score on the post-test was 61.48, with the greatest and lowest scores being 23 and 83, respectively, after employing standard reading instruction.

The following graph compares the average pre-test and post-test scores of the experimental and control courses.
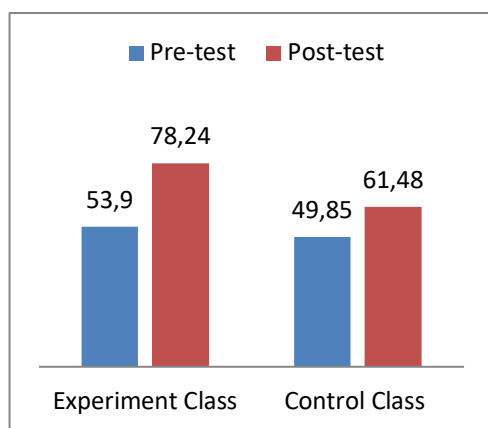

Figure 1
The Graph of average score Pre-test and Post-test both classes

Based on the graph above, the difference between the average pre- and post-test scores of the experimental and control groups. The average score in the experimental group increased from 53.9 to 78.24, whereas the average score in the control group increased from 49.85 to 61.48. The scores of both courses have increased, but those of the experimental class, which used the think-pair-share strategy, have increased more than those of the control class, which used another technique. The average score of the experimental group was 78.24, whereas the average score of the control group was 61.48.

The Test of the Analysis Assumptions

Before testing and evaluating the data, the researcher needed to determine whether the data were normal and homogeneous.

a. Test of Normality

To determine whether or not the data were normally distributed, the researcher must conduct a normality test. The data used to calculate the normality test in SPSS version 24 using Liliefor. The complete testing results are shown in the following table:

Table 5. Tests of Normality

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class	,097	21	,200[*]	,983	21	,958
Control Class	,140	27	,188	,951	27	,221

(source : Statistical result SPSS 24)

The significant value of the experimental class was 0.200, whereas the significant value of the control class was 0.188.

If the significant score is greater than 0.05 based on the testing criteria, Ha is accepted, and if the significant score is less than 0.05, Ho is approved. The experimental class data have a significance score greater than 0.05, hence the hypothesis is accepted. And the data from the control group likewise have a significant score greater than 0.05, indicating that Ha is accepted. It can be concluded that both groups' data have a normal distribution.

b. Test of Homogeneity

The researcher utilizes SPSS version 24 to analyze data homogeneity. The final outcome is as shown below:

Tabel 6. Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1,959	1	46	,168

(Source : Statistical result SPSS 24)

According to the aforementioned data, the significant score was 0.168. According to the testing criteria, a significant score of less than 0.05 indicates that the data do not belong to the same variant group, but a significant score of greater than 0.05 indicates that the data belong to the same variant group. The test result indicates that the population variety is homogeneous. Since the evidence is typical and consistent, the hypothesis may be tested and analyzed.

c. Testing the Hypothesis

The purpose of testing the data hypothesis is to ascertain whether the learning results of students in the experimental class using the think-pair-share strategy in the reading process are superior to those of students in the control class utilizing conventional learning. The t-test result was calculated with SPSS version 24. The final outcome is as shown by Table 7.

Based on the preceding statistical computation using the Independent samples t-test, the tcount is 3,755 and the ttable is 1,679. It was determined that the tcount was greater than the ttable (3,775 > 1,679), so Ha is acceptable. In other words, Think Pair Share Technique had a considerable favorable influence on pupils' reading comprehension.

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Score	Equal variances assumed	1,959	,168	3,755	46	,000
	Equal variances not assumed			6,852	60,528	,001

(Source : Statistical Result SPSS 24)

In the learning process, student attitude is one of the things that is valued. Discipline, communication, motivation, initiative, and feedback are valued qualities. Observational data revealed that students in the control class learn less active behavior because the technique employed is ineffective, whereas students in the experimental class are more active because the technique employed in the learning process can increase their motivation in the learning process.

Students' reading comprehension improved after adopting the Think Pair Share technique in the learning process, as shown by the test results. The experiment class scored far higher than the control class, which employed a different technique. 81% of students in the experimental class scored above the class average on the reading skill test, compared to 22% of students in the control class. This indicates that the think-pair-share strategy improved pupils' reading comprehension.

Based on the testing of the hypothesis, the tcount was determined to be 3,755. It means that Ha is acceptable.

Table 7. Independent Samples Test

It indicates that the Think Pair Share Technique has a considerable impact on

pupils' reading comprehension. The results of a study indicate that if a teacher employs the Think Pair Share Technique, students' reading comprehension improves, however in the control class where the teacher did not utilize the technique, students' learning comprehension was unsatisfactory.

CONCLUSION

The result of the observation in the both classes are experiment class and control class, it shows that the students in experimental class look more motivated in learning process than the students in control class. It known from the activeness the students in the learning process.

The result can be known from the result of calculation of data analysis that the t -counting (3,755) was higher that the t -table (1.679) (t_{count} > t_{table} 3,755> 1,679), so H_a is accepted and it means there is a significant effect of Think Pair Share Technique to improve students' reading comprehension.

Thus, it can be concluded that use of think pair share technique in learning process was effective and give a good effect of students' reading comprehension so the students' score to be increase. It means there was significant effect of think pair share technique on students' reading comprehension on the second grade of SMA Syekh Yusuf Tangerang in academic year 2018/2019.

The researcher makes the following recommendations, either for the reader or for future research:

1. To boost students' reading comprehension when learning English, the English instructor should be familiar with the strategies for learning the language, particularly those tactics deemed by research to be helpful in reading instruction.
2. Students must develop their enthusiasm in reading so that they can perform reading comprehension tasks easily and become more engaged in the learning process.

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