

The Use of Think Pair and Share (TPS) Technique to Improve Students' Reading Ability at SMA N 11 Wetang MBD

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ABSTRACT

Think Pair And Share (TPS) is an effective technique in teaching reading in-class activity. The purpose of this research is to (1)How can the Think-Pair-Share technique improve students' reading skills in the first grade of SMA NEG 11 WETANG MBD? (2) What are students' responses about the Think-Pair-Share technique in reading skills at the first grade of SMA NEG 11 WETANG MBD? This classroom action research (CAR) was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. The data for this research was the students' reading skills. The researcher used a test, Questioner and Observation, to collect the data. This research was done with an SMA Negeri 11 Wetang MBD English teacher. Based on the result and the discussion, it concluded that applying the Think-Pair-Share technique improved students' reading skills in the first grade of SMA NEG 11 WETANG MBD. The students were actively and enthusiastically involved in the teaching-learning process. It made it easier for the students to understand the material, so it could improve the student's reading comprehension ability. This could be seen from the result obtained of action on cycle I 60, where 00% of students reached KKM. Then, performance in cycle II increased to 90.00% of students who reached KKM.

Keywords: *Reading ability, Think Pair and Share Technique.*

INTRODUCTION

Everyone should practice four fundamental English skills when learning the language. Reading proficiency is one of them. Reading is a useful skill for English language learners. It demonstrates how to construct sentences, paragraphs, and entire texts, offers opportunities to study vocabulary, grammar, and punctuation, and serves as a useful writing model in English. According to Harmer (2007), this skill is also useful for language learning, careers, academic pursuits, and leisure activities.

Reading is important because it will help you in a few ways. Students will acquire a wealth of information from various sources through reading, which can enhance their understanding of the world and its development. The explanations provided by the teachers also provide them with additional knowledge they still need to acquire through classroom instruction. According to Pang (2003), reading is about comprehending written text. This indicates that students will actively participate in the reading process to grasp the message and derive meaning from the text. To meet the demand for better education, English teachers should select a technique to

aid students in reading comprehension. Teachers should offer various methods to make it easier for students to comprehend the reading text. Based on my preliminary research and personal experience at SMA Negeri 11 Wetang, the researcher discovered that the students were not serious about reading the text, that it was difficult to comprehend the text and answer the question, and that they lacked vocabulary in the class reading activity.

Additionally, the researcher conducted student interviews. He realized that the students always performed a reading activity consisting solely of providing the text and discussing the answer. As a result, they found reading class to be boring. The researcher discovered that teachers always provided positive reading instruction. The majority of students, on the other hand, did not participate in the teaching process. The students needed more reading comprehension then.

Because it can provide them with a lot of information, reading ability is very important in the teaching and learning process, as previously stated. The majority of current issues in classrooms can be traced back to poor reading comprehension. to encourage students to read independently. According to Kagan and Kagan, "many experts consider cooperative learning to be promising for developing the reading skills of students in the classroom." Think-Pair-Share (TPS) is one of the most efficient techniques of cooperative learning that can help students improve their language skills.

Students collaborate to solve a problem or respond to a question about an assigned reading in the "Think, Pair, Share" collaborative learning technique. Using this technique, students are expected to independently consider a topic, respond to a question, and share their thoughts with their classmates. Please remember that all the papers must be in English and without orthographic errors. This research is conducted with two research questions as follow:

1. How can Think-Pair-Share technique improve students' reading skills at the first grade of SMA NEG 11 WETANG MBD?
2. What are students' responds about Think-Pair-Share technique in reading skills at the first grade of SMA NEG 11 WETANG MBD?

REVIEW OF LITERATURE

2.1 The concept of reading

Reading is an essential language learning skill. It's also a way to have fun and relax. It also expands knowledge and enhances technological achievement simultaneously. Reading a variety of books is necessary to improve one's reading ability. Students shouldn't just learn to read through homework and formal instruction in different school textbooks; they should also read fiction, books from the library, newspapers and magazines, and free reading. "Reading is a process of getting and understanding information from the text," says Ogle (2008). The reading process occurs when readers connect with the author's words and illustrations. Reading is the process of getting information from the text and understanding it. The reading process begins as readers connect with the author's words and illustrations. The readers

connect concepts throughout the paragraph and sentences; readers form images and anticipate the author's direction.

According to Klingner (2007), 'The process of constructing meaning through the coordination of several intricate processes, including word reading, is reading comprehension. Fluency and knowledge of words and words. According to Mary Kay Linge (2000:2), reading comprehension is combining words into sentences and comprehending the author's intended message. As a result, it depends on the reader's fundamental cognitive and intellectual ability, vocabulary, knowledge, concept and idea background, and the language they use.

According to Nimmo (2008), reading comprehension is similar to verbal communication in that it requires evaluating the author's message critically to continue exchanging ideas and developing new ideas. To put it another way, reading is a difficult task that necessitates not only the reader's understanding of the target language's vocabulary and grammar but also their analytical comprehension.

One of the most important skills to master is reading comprehension, writing, speaking, and listening. Students greatly benefit from understanding English texts. Reading comprehension is very important in the reading process and includes a student's ability to comprehend what they are reading.

2.2. Kinds of Reading

According to Jones (2003), activating previous background knowledge, active engagement in the content, and metacognition are the keys to comprehension. Therefore, reading comprehension is the process of thinking to evaluate, judge, imagine, reason, and solve problems while reading, utilizing metacognition, active engagement with the content, and activation of previous background knowledge. Reading comprehension skills are broken down into four levels:

a. Literal Reading

Because a reader must comprehend what the author said before he can draw an inference or evaluate, literal comprehension is essential to all reading skills. Because a reader is not required to go beyond what the author said, literal reading comprehension is considered the easiest.

b. Inferential

The reader receives inferences when he examines relationships beneath the surface, connects facts and ideas to form generalizations and conclusions, and recognizes the content's mood. Authors and personal insight are more necessary for drawing inferences.

c. Critical Reading

Critical reading involves evaluating written materials, comparing ideas contained in the material to standards, and drawing conclusions regarding the accuracy, appropriateness, and timeliness of the material. It necessitates literal and interpretive comprehension and an understanding of implied concepts.

d. Creative Reading

Reading creatively means going beyond what the author says. Like critical thinking, it requires readers to think while they read and use their imaginations.

2.3. Think-pair-and share technique

Think Pair Share, or TPS for short, is a technique that was first developed by Professor Frank Lyman at the University of Maryland in 1981. Since then, a number of authors who work in cooperative learning have adopted it. This was one of the techniques used in the cooperative learning strategies. This approach incorporates the peer interaction component of cooperative learning and introduces the concept of "wait or think" time, which has been shown to significantly improve student responses to questions. From infancy to tertiary education and beyond, this straightforward technique is effective. It is a technique that can be used in an infinite number of ways and is very adaptable. This was one of the foundations on which the cooperative classroom was built.

A cooperative learning model known as think-pair-and-share emphasizes working in pairs. Students may benefit from this model by being able to easily interact with other students, appreciate differences, and take control of their own education. The think-pair-and-share learning model gives students the chance to work on the problem on their own (thinking) and with other students in small groups (pairing) to build self-esteem and confidence. The emergence of spontaneous responses that have the potential to benefit the group facing the question demonstrates the optimization of student participation in this instance. In this setting, the instructor acts as a guide, facilitator, and motivator.

Completeness in the learning process can be one of the appropriate learning models for teaching students to think independently and be responsible for the material they receive. The learning model can be implemented well, the implementation can follow the steps in applying this learning model, and difficult students will be helped and difficult material will be easier for students to understand.

Thinking: The instructor poses questions or concerns about the material, and then the students are given a few minutes to independently consider these concerns or questions. When students are in the thinking stage, the teacher pairs them up with other students to discuss their thoughts. At this point, it is expected that interaction will be able to share responses if a question or idea has been posed or if a particular issue has been identified to produce an answer. The teachers usually give the students 4-5 minutes to pair up. The teacher asks the students to share their responses to the discussion with the entire class. This is effectively accomplished by taking turns, pair by pair, until approximately a quarter of the couples have the opportunity to present or report the discussion's or findings (Fathurraman, 2015).

Lyman and his education team first introduced the cooperative learning technique known as Think Pair and Share (TPS) in Maryland, USA. There are three stages in which students act: Thinking is the first step, and students have time to consider the issue or question on their own. The pairings are the next step; Students work in pairs to get responses from other students that are satisfactory. The third step is to share; The students have the opportunity to talk about their responses with other students. According to Lyman et al., "encourage students to think about a question, issue, or reading, then refine their understanding through partner discussion and share the result." (2006).

METHOD

3.1. Research Design

This research is commonly known as classroom action research, which aims to identify and solve learning problems in the classroom and improve the quality and learning outcomes of certain classes. Mills (2011) says that action research is a process used by teachers or lecturers to enhance the quality of education regarding how teaching strategies are used and what students do during the learning process. Researchers used the TPS technique to implement classroom action learning, which consisted of planning cycles, action observation, and reflection. While delivering material in class, the author uses the scientific model with the learning method, namely small group discussion.

3.2. The Setting and Subject of the Research

The subjects of this research are 20 tenth-grade students at SMA Negeri 11 Wetang. The choice of location for this research was based on the experience of researchers who had attended school here. The ability of students to read English texts was still low, and there was also a lack of teachers who had graduated from English.

3.3. Research Procedure

The researcher gathered data using cycles. Each cycle of classroom action research typically entails planning, action observation, and reflection.

3.3.1 The Explanation of Cycles

1) Planning

At this stage, several activities will be carried out as follows:

A. Learning Implementation Plan

The author builds discussions with the teachers in charge of the subjects at SMA Negeri 11 Wetang to prepare lesson plans based on the 2013 curriculum. The prepared lesson plans already consist of learning materials, core competencies, basic competencies, indicators, and learning steps.

B. Teaching Materials

The teaching materials prepared for this lesson are based on the English language LKPD for Class X Even Semester SMA Negeri 11 Wetang and readings cited from English.

C. Media and Facilities

Several media and facilities, such as computers, In-Focus, and blackboards, will be used to support this research at SMA Negeri 11 Wetang.

2) Action Observation

Several media and facilities, such as computers, InFocus, and blackboards, will be used to support this research at SMA Negeri 11 Wetang.

3) Reflection

After completing the lesson, the researcher evaluates each cycle to obtain an overview of the increase in students' learning abilities.

3.4. Research Schedule

The research was conducted for 1 month which lasted from 17 June – 17 July 2022.

3.5. Technique of Data Collection

The research data was collected using various instruments, including tests, questionnaires, and observation checklists. The test was conducted to determine students' reading abilities, the questionnaire aimed to determine students' perceptions of Think-Pair-And-Share, and the purpose of the observation checklist was to determine the function Think-Pair-And-Share plays in improving students' reading skills.

a) Test

The researcher conducted a test to assess students' ability to read. In this test, students are given a narrative text and asked to read clearly about it and answer several questions related to it.

b) Questionnaire

To learn more about how students respond to Think-Pair and Share-based learning, students are asked to fill out a questionnaire. The questionnaires were written in Indonesian to ensure that students understood the questions before they answered.

c) Observation Checklist

Researchers used an observation checklist to assess the contribution of the think-pair-share technique to the teaching and learning process. The checklist helped the researcher find the best Think-Pair-Share steps to improve reading ability, identify what is lacking from the activity started, and suggest how to improve it for the next cycle.

3.6 Indicator of Success

Standard indicators of success will be used to measure whether the research was successful or failed. It can be measured in each cycle. The cycle will stop when the research target reaches 75% of students to get a score of 74-100.

3.7 Technique of Data Analysis

The data was collected from qualitative and quantitative data through tests, questionnaires, and observation checklists.

1. Qualitative Data

The qualitative data was taken through an observation checklist, which will be written.

2. Quantitative Data

The quantitative data would be through test and questionnaire

A. Test

The researcher used a formula from Anas Sudijono (2014); it will determine the range from 0-100 by accounting for the correct answer. The correct answer will give four while the wrong answer will give 0, and by applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = Score

R = The number of correct N = The number of question

To understand level of students score the following classification used:

The scores 96 – 100 classified as Excellent The scores 86 – 95 classified as very good The scores 76 – 85 classified as good
The scores 66 – 75 classified as average The scores 56 – 65 classified as Fair The scores 36 – 55 classified as Poor The scores 0 – 35 classified very Poor

A. Questionnaire

The researcher uses formula by Arikunto (2008) as follow:

$$\frac{f}{n \times 100}$$

Where:

f = Answer frequently

n = Amount of respondents 100% = constant number

FINDING AND DISCUSSION

4.1 FINDING

The study will discuss how students' reading comprehension improves with think-pair-share. Through the pre-and post-tests of the first and second cycles. All of the cycle's meetings took place at the research site SMA Negeri 11 Wetang from June 17 to July 17, 2022.

4.1.1 Result of Pre-test

The student data demonstrated the student's reading comprehension proficiency before treatment. During this procedure, the researcher stated that, similar to the pre-test, most students committed numerous errors. The pre-test results show that most of the twenty students scored poorly or fairly on the test. The chart below shows the students' results.

The result indicates that the students met the success criteria (70- 100), but the majority scored below 70. It happened because they said that some parts of the test were very hard and that it was hard for them to answer for a few words.

4.1.2 Result of First Cycle

Planning, acting, observing, and reflecting are all part of Cycle 1. Before administering treatment, the researcher conducted a pre-test to determine the student's reading proficiency, and this score was used as a comparison score with the post-test.

1. Planning

The first meeting was held on Monday, June 20, 2022. It began with a prayer, a greeting, a look at the attendance list, and the researcher's introduction to the students as a

teacher. As a result, as part of their collaboration, the researcher and their team created the English subject lesson plan and material. Media observation sheet with student names, activities, and an evaluation for the second meeting.

2. Acting

At the second meeting, there was treatment. The researcher carried out the treatment on Tuesday, July 12, 2022. Before presenting information on narrative texts, the researcher prayed, greeted the attendees, reviewed the attendance list, and inquired about the student's health. At the beginning of the teaching and learning process, the researcher explained the Think Pair and Share (TPS) Techniques to the students. The researcher then demonstrated the Think, Pair, and Share (TPS) Technique. To start the lesson, students should think of questions about narrative texts as a way to learn more. Some students needed to familiarize themselves with the definition of narrative text, and others had even forgotten it. Second, the researcher elaborated on narrative texts' definition, generic structure, social function, and language features. The researcher then related a few tales, such as "The Legend of Maling Kundang."

The researcher demonstrated the think, pair, and share strategies to the students. The researcher asked the students to think about the topic a lot. The researcher then divided the students into groups and gave them exercises in pairs. Students were asked to read the story so that the researcher could gather information. The students provided some background information on the text after the lesson. The students must comprehend the text. The students then discussed the question below the text and responded. The researcher encouraged students to participate actively. As long as the students followed the story, the researcher went around the class to observe their work. The researcher corrected the students' answer sheets. The researcher then clarified and explained the correct response.

At the meeting's conclusion, the researcher offered the students feedback on the learning process. After the treatment, the researcher gave the students post-tests. Following treatment, the student's reading proficiency was evaluated using the post-test.

Figure IV. 2 shows that the student with the highest score was 94, and the lowest score was 30. Based on the (KKM), 12 (60%) students passed on post-test 1. This means that, in cycle 1, the student's achievement could improve enough, but it has yet to be successful.

3. Observing

The collaborator researcher's students' activities while the research students serve the students' actions. As a teacher, the researcher gave material about reading text, especially narrative text, using Think Pair and Share. Most students participated during teaching and learning in the learning process. It can be seen in appendix (4.1). The student's of the student's activities were:

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The students were active in class

- d) The students were able to do the task

4. Reflecting

When looking back at the results of the students' tests, I discovered that some were still regarded as having poor scores on the pre- and post-tests I administered individually. The objective was to compare the students' reading comprehension abilities before and after the treatment. We knew from the pre-test and the first post-test results that the student's performance was improving; however, cycle one still needed to be successful because only 12 students, or 60%, passed the first post-test. Because the indicator of success had yet to be reached, it was possible to conclude that cycle one had not been successful, requiring the researcher to modify the teaching and learning procedure for the subsequent cycle.

4.1.3 Result of Second Cycle

Cycle 2 consists of planning, acting, observing, and reflecting activities. The researcher identified the issue in the initial cycles in which the students encountered difficulty. The researcher then performed subsequent cycles to improve upon the previous cycle.

1. Planning

The third meeting was held on Monday, July 26, 2022. It began with a prayer, a greeting, a check of the attendance list, and an introduction of the researcher as a teacher to the students. As a result, the researcher and their team created the English subject lesson plan and the material as part of their collaboration. Media observation sheet with an evaluation for the final meeting and a list of students' names and activities. The researcher would then discover a new issue that had arisen during the initial cycles.

2. Acting

The treatment took place at the fourth meeting. The researcher carried out the treatment on Tuesday, July 27, 2022. In this meeting, the researcher prayed, greeted the attendees, checked the attendance list, and inquired about the students' health before presenting information on narrative texts. The researcher then demonstrated the Think Pair and Share (TPS) Technique to the students. The researcher demonstrated this technique to help students better comprehend the Think Pair and Share Technique (TPS) construction process. Afterwards, the teachers asked questions, and the students discussed and responded. The researcher encouraged students to be active. Throughout the activity, the researcher went around the class to observe how they worked using the TPS Technique's procedure. The researcher corrected the students' answer sheets. The researcher then clarified and explained the correct response.

After the meeting, the researcher provided the students with feedback on the learning process. The researcher then administered post-tests to the students following treatment to assess their reading proficiency. The researcher asked ten questions, six of which were multiple-choice, three of which were inferential, and one of which was a critical question.

Figure IV. Three shows that the students who received the highest score were 96, and those who received the lowest were 45. According to the (KKM), 18 students, or 90 per cent, passed Post-test 2. Two students (10%) failed to pass it. This indicates that the student's performance could sufficiently improve in cycle 2

3. Observing

In addition to observing the researcher's actions, the collaborator also observed the students' activities. The researcher taught students about reading, particularly narrative texts, using the Think Pair and Share (TPS) technique. The majority of students participated in learning by utilizing the TPS approach. All students actively participating in the learning process provided positive feedback regarding the Think Pair and Share (TPS) Technique. The appendix depicts it. 4.2)

4. Reflecting

It was discovered from the students' test results that their achievement in cycle two had improved. It was demonstrated that 18 students (90%) met the success criteria, while two students (10%) did not. Because the indicator was reached in the second cycle, it is possible to conclude that cycle 2 was successful.

DISCUSSION

It was evident from the meeting that the Think Pair and Share (TPS) Technique had significantly improved during the learning process. The researcher would talk about two specific research questions in each chapter. They asked, "How can the Think-Pair-Share technique improve students' reading skills in SMA NEG 11 WETANG MBD's first grade?" In addition, what responses have students at SMA NEG 11 WETANG MBD's first grade given to the Think-Pair-Share technique for improving reading skills?

Table 4.1 depicts the improvement in student achievement. The teacher was successful in teaching the Think Pair and Share (TPS) Technique because she was in control while the students were learning. By employing this technique, the students tried to improve their reading ability while having fun. When teaching in front of the class, the teacher should think creatively about selecting the most effective approach for the students so that they can comprehend the lesson and enjoy studying.

The results of the second cycle of tests showed that the students; scores on cycle 2 were better than on the orientation test and higher than on the students' test from cycle 1. On the most recent cycle 2 test, 18 students (90 per cent) received scores greater than 70 points. 96 was the score with the most points. Most students claimed to have increased their interest in reading using the TPS technique. On the other hand, the success criteria, which called for a score of 70 points, still needed to be met by two students (10%). They were able to try out the TPS technique that was taught in the class, and they were improving in the class. In this instance, the students needed to know a lot of vocabulary and read more to understand the reading passage. It suggests students were more interested when the Think, Pair, and Share (TPS) Technique was used in reading class.

The questionnaires presented the students' responses. In reading class, it was discovered that students engaged in active participation were motivated and enthusiastic about

learning. Most students in reading class were sluggish, but when the instructor demonstrated the Think, Pair, and Share (TPS) Technique, most of them became interested in the material. The students' reading abilities improved as a result. The students received positive feedback from their responses when the TPS Technique was used.

CONCLUSION

The study's findings lead us to the conclusion that the think-pair-share (TPS) approach to improving students' reading skills in reading classes. At the tenth grade x of SMA NEGERI 11 MBD, the students have the opportunity to improve their reading skills. They can be motivated to perform tasks cooperatively and participate more actively in classroom activities. Additionally, this TPS technique aids the instructor in creating engaging classroom activities, increasing students' enthusiasm for reading instruction.

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