

Improving Intensive Reading Ability Using the Think Pair Share Learning Model

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Abstract

The purpose of this study was to improve intensive reading skills using the Think pair share learning model in Class XI high school students of SMAN 38 Maluku Tengah. This type of research is classroom action research conducted collaboratively. In collaborative research, the party who takes action is the teacher himself while those who are asked to observe the ongoing action process are researchers. The implementation of classroom action research in each cycle includes four stages, namely planning, implementing actions, observation, and reflection. In this study are teachers and students, namely Indonesian teachers named RR. Faradila Pavestru Sukrnawati, S.Pd and class XI students of SMAN 38 Maluku Tengah totaling 34 students consisting of 7 male students and 27 female students. Data collection using test, observation, and documentation techniques. Data collection using test, observation, and documentation techniques. The results of this study found that learning using the think pair share learning model can create a learning atmosphere that attracts students to be more willing to understand knowledge and experience in intensive reading in discourse.

Keywords: *Ability; Intensive Reading; Think Pair Share Model*



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INTRODUCTION

The curriculum is the primary component of the educational process. The curriculum has been revised with the implementation of the 2013 curriculum. Presently, numerous initiatives have been executed to improve the curriculum through the implementation of the 2013 curriculum, aimed primarily at enhancing educational quality. The 2013 Curriculum emphasizes a student-centered approach, encouraging students to seek information from diverse sources in their daily lives. Acquisition of knowledge The Indonesian Language Education 2013 aims to serve as a resource for enhancing skills, competencies, and logical reasoning through the study of language science and text-based learning. The 2013 curriculum for education is delivered through an integrated thematic framework. Subsequently, it was categorized into general education. All 1n1 are categorized into volumes referred to as topic books. Indonesian Language is one of the disciplines in the 2013 curriculum.

The acquisition of the Indonesian language encompasses four fundamental skills: (1) hearing, (2) speaking, (3) reading, and (4) writing (Ahmad, 2013). These four aspects are intricately interconnected, yet each possesses unique features. Due to this intimate connection, these four elements are inseparable. In this age of globalization, individuals must strive to acquire extensive knowledge and technological proficiency. A method to fulfill these requirements is by reading. Reading, as a fundamental language skill, occupies a significant place in the framework of human existence (Tarigan, 2008).

The matter of reading is intrinsically linked to an individual's belief in its value, as engaging with texts facilitates vocabulary acquisition from the material consumed. Experiences in literacy acquisition and reading practices both in educational settings and at home significantly impact the formation of reading habits. Students do not engage in reading as a habit, either at school or at home. Consequently, an educator must cultivate a passion for reading among students, particularly in intensive reading. Appropriate methodologies are essential for fostering students' enjoyment of intensive reading materials.

Mastery of the Indonesian language, particularly through rigorous reading resources, is an essential element for students. Through the mastery of intensive reading, pupils can comprehend the material (Cahyaningrum, Andayani, & Setiawan 2018). Nonetheless, the fact remains that the acquisition of the Indonesian language, especially through intense reading materials in educational institutions, is not favorably regarded by students. Consequently, intensive reading frequently presents a challenge for students.

Initial observations by researchers revealed several phenomena, including interviews with Indonesian language teachers from class XI MIA 1 at SMA Negeri 38 Maluku Tengah, data on students' reading comprehension abilities, and intensive reading training, all indicating deficient reading comprehension skills among students. For instance, hardly 5 out of 20 students comprehended the reading material. These instances indicate that students continue to grapple with comprehending the reading material. A further aspect influencing students' capabilities is the absence of innovative pedagogical methods offered by educators. The application of learning models affects the efficacy of teachers in presenting material. If educators err in selecting the learning model, the content presented to pupils may frequently overwhelm them or induce boredom in the learning process. Nevertheless, if educators are proficient in employing appropriate pedagogical models to convey content, students will find the learning experience entertaining and will readily grasp the material offered by the instructor. The researcher employed the Think-Pair-Share learning approach to assess the enhancement of intensive reading skills.

The Think Pair Share learning model can encourage students to collaboratively prepare with their peers to comprehend classroom material, while also fostering interaction through reasoning and discussion, thereby enhancing the effectiveness of group learning. The Think Pair Share learning paradigm fosters student engagement by pairing individuals heterogeneously across gender, colour, ethnicity, and ability, hence facilitating mutual assistance and collaboration in acquiring the subject matter (Aher, 2015; Siregat, 2021). This learning paradigm provides students with the opportunity to reflect, respond, and assist one another, so enhancing their motivation to comprehend the subject matter. The effective management of the classroom by the teacher is essential for the efficient execution of the Think Pair Share learning paradigm.

Considering the context of the issue, the problem formulation is as follows: Is it possible to enhance intensive reading skills through the Think Pair Share learning paradigm among 11th-grade MIA 1 students at SMAN 38 Maluku Tengah?

Nurhadi (2010) asserts that reading is a multifaceted and sophisticated process. Complex signifies that multiple internal and external aspects of the reader are engaged in the reading process. Internal aspects may encompass intelligence (IQ), interest, attitude, talent, motivation, reading objectives, and similar elements. External factors may include reading facilities, the complexity of reading materials (ranging from simple to complicated and easy to tough), environmental influences, socioeconomic background, reading habits, and cultural traditions. The interconnection of internal and external stimuli creates a complicated coordination that enhances comprehension of the reading.

During reading, the eyes identify the words, while the mind associates them with their meanings. The meanings of words interrelate to construct the meanings of phrases, clauses, sentences, and ultimately, the entirety of the text. Readers will get a thorough comprehension of the reading content by linking it to their pre-existing knowledge, including topics pertaining to word forms, sentence structure, and phrases. In this classroom action research, the investigator employed the Think Pair Share (TPS) instructional methodology. Trianto (2010) asserts that TPS is a pedagogical model aimed at enhancing student interaction. According to Suyatno (2009), TPS is a cooperative learning model characterized by clearly defined procedures that afford students additional time to engage in profound contemplation regarding the material presented or encountered (thinking, responding, and assisting one another).

TPS, a collaborative learning technique, was initially created by Frank Lyman and his associates at the University of Maryland. Arends in Khaerudin (2006) asserts that paired thinking is an effective method for altering conversation patterns in the classroom. TPS incorporates clearly delineated methods that allocate additional time for students to contemplate, respond, and assist one another. Aher (2015) describes TPS as a pedagogical model in which students independently contemplate a topic presented by the instructor, subsequently engage in dialogue with a partner, and ultimately communicate the outcomes of their conversation to their peers.

METHODS

This research is classified as classroom action research. Arikunto (2012) defines classroom action research (CAR) as the deliberate observation of learning activities manifested through coordinated actions within a classroom setting. The teacher assigns these actions or directs their execution by the students. Classroom action research (CAR) is an initiative that educators can undertake to enhance the quality of communication and teacher accountability, particularly in the management of learning. The execution of classroom action research in each cycle has four stages: planning, action implementation, observation, and reflection. The study participants included the researcher, teachers, and students, specifically the Indonesian language teacher, Ms. RR. Faradila Pavestru Sukrnawati, S.Pd, along with 20 students from class XI MIA 1 at SMAN 38 Maluku Tengah, comprising 10 male and 10 female students. This study's data includes process data and result data. Data collection was conducted utilizing testing methodologies, observation, questionnaires, and documentation. The assessments were conducted in essay format, the questionnaires were distributed before to instruction, and observation and documentation were utilized during the learning process.

RESULTS AND DISCUSSION

In Cycle I, intensive reading teaching utilizing the think-pair-share learning paradigm was executed to tackle the intensive reading proficiency issues encountered by students in class XI MIA I at SMAN 38 Maluku Tengah. In this planning, the researcher developed educational materials, including lesson plans, assessment sheets, questionnaire formats, observation guidelines for intensive reading teaching, and interview sheets for both teachers and students, along with additional supporting resources.

Cycle I Results. The initial cycle of Classroom Action Research (CAR) activities occurred from November 25 to December 25, 2022. The researcher commenced the class by greeting the students and initiating a prayer. The researcher initiated the learning process by elucidating the content pertaining to intensive reading skills, which encompasses its definition, characteristics, and structure. This activity employed the TPS

learning strategy to enhance students' intensive reading skills. Subsequent to elucidating the concept of intensive reading and the Think-Pair-Share pedagogical methodology, the researcher organized the students into five groups, each including 3 to 4 individuals. Concurrently, the researcher disseminated sample sheets of intensive reading texts. The students were instructed to read the sample intensive reading books and annotate their findings. Subsequently, students were afforded the opportunity to engage in discourse and exchange thoughts regarding the content of the reading materials. The students subsequently revised the reading results based on the texts supplied by the researcher and submitted their written work for evaluation and subsequent analysis of their learning outcomes.

Throughout the educational process, the instructor, in the role of an observer, performs observations of the learning dynamics. Observations were carried out to analyze the teaching and learning dynamics throughout Cycle I, focusing on the researcher's demeanor in presenting the content and the students' responses during the rigorous reading process utilizing the think-pair-share learning model. Two aspects were noted during the observation: the students. The observer in this research is the instructor of the Indonesian language. According to the observations conducted by subject teachers, the teaching and learning process adhered to the lesson plan; however, certain disruptions require improvement and evaluation. According to the observations from the initial cycle of learning activities, the researcher effectively executed the learning process in accordance with the lesson plan, including greeting the students, establishing the classroom environment, prompting students to prepare writing materials, and conducting attendance.

The researcher implemented an aperception activity to enhance students' learning motivation, followed by the immediate presentation of the lesson. The study elucidated the learning objectives to foster student enthusiasm for learning. The central aspect of the learning process seems to be less conducive, as numerous student activities hinder the educational experience. The researcher articulated the topic too rapidly, resulting in inadequate comprehension among certain pupils. Moreover, when the class was segmented into groups, the classroom environment became tumultuous, hindering the researcher's ability to supervise the class efficiently. Observing the unsupportive classroom environment, the researcher attempted to restore order by admonishing the disruptive pupils. During the group discussion, certain students were preoccupied with personal pursuits, like conversing with others and engaging with their mobile devices. The researcher subsequently visited and admonished the student involved.

The researchers effectively facilitated students in composing inspirational narratives through the think-pair-share learning approach. The researchers visited each group to offer direction, guidance, and motivation to facilitate the students' comprehension of the intensive reading material. The researchers instructed the students to concentrate on rigorous reading. Upon the completion of extensive reading by all students, the researchers subsequently provided certain students the option to orally present their written work to the class. Upon concluding the activity, the researcher instructed each student to gather their written assignments, and collaboratively, they formulated final conclusions regarding the material.

Prior to the intervention, an observation was undertaken to evaluate students' enthusiasm in learning the Indonesian language, particularly in intensive reading utilizing reading texts. The data acquired from the questionnaire serves as preliminary information regarding students' experiences in intensive reading. The questionnaire revealed that the preliminary data in the table suggests a low level of interest among XI grade students at SMAN 38 Maluku Tengah in Indonesian language instruction, specifically in intensive reading, with just 53.33% of students demonstrating interest. 76.67% of students continue to struggle with reading or comprehending the material. This occurs due to students infrequently engaging in reading at home or in educational settings. The research findings indicate that the questionnaire results regarding the implementation of intensive reading skill enhancement through the Think-Pair-Share learning model for XI MIA 1 students at SMAN 38 Maluku Tengah during the initial meeting of the first cycle are as follows: Four students reported that they could read intensively, whereas sixteen students indicated that they were still engaged in rigorous reading. Some pupils in school are unfamiliar with the think-pair-share learning approach, much less have participated in it. All students indicated that intensive reading teaching utilizing the think-pair-share learning paradigm was advantageous, but some noted they had never engaged in intensive reading with this style.

According to the questionnaire findings and student difficulty statistics, there remain deficiencies and inadequacies in the execution of learning throughout the initial two sessions. Students continue to struggle

with intensive reading, as nearly all exhibit difficulties in selecting and comprehending reading materials, the precision of their diction, the appropriateness of their conclusions (which remain inadequate), and the fluency in recounting the text's content. This does not align with the provided reading material, and inaccuracies persist throughout the content, resulting in ambiguous conclusions.

In light of many difficulties identified in the questionnaire and student performance data, the researcher opted to advance to the subsequent cycle to enhance and deliberate on the redesign of activities for the second cycle, ensuring that errors from the first cycle are not replicated. In the findings from Cycle I, the researcher determined that of the 20 students, 17 did not achieve the Minimum Competency Criteria (MCC), whereas 3 students did meet the MCC. The challenges faced by the students in class XI MIA 1 at SMAN 38 Maluku Tengah included difficulties in comprehending the reading text, aligning the theme with the text's content, identifying the accuracy of the main sentences, and assessing the appropriateness of the conclusion.

Cycle II Results. The second learning cycle was executed across two meetings, following the identical procedures as the initial cycle. Cycle II lesson planning was informed by the reflective outcomes of Cycle I. Consequently, the deficiencies recognized in Cycle I, including comprehension of the reading material, alignment of the theme with the content, precision of the key statements, and appropriateness of the conclusions, were rectified. If it remains inadequate, the planning for Cycle II will concentrate more on rigorous reading practice. The inaugural Cycle II occurred on Thursday, November 30, 2022. The researcher entered the classroom, greeted the students, and thereafter reviewed the attendance list. Prior to commencing the class, the researcher elucidated to the students the shortcomings of the preceding lesson, which had proven ineffective and required modification. The learning outcomes did not satisfy the established MCC, necessitating a repetition of the activity utilizing the TPS learning methodology.

The instructor communicated the fundamental competencies and achievement indicators, succinctly reviewed the intensive reading content, and elucidated the considerations pertinent to intensive reading. Subsequently, the teacher afforded the students the opportunity to inquire about concepts they had not yet comprehended. Subsequently, utilizing the provided example material on intensive reading as a reference, the students were instructed to recompose the outcomes of their intensive reading regarding the reading content. Upon completion of their assignments, the researcher instructs the students to submit their work in the front of the classroom for evaluation by the teacher.

The second meeting of Cycle II occurred on December 2, 2022. The researchers and educators entered the classroom, acknowledged the pupils as customary, and thereafter, the researchers conducted attendance. The researchers subsequently disclosed each student's score and elucidated the pupils' challenges and deficiencies in focused reading. Prior to ending the course, the researcher expressed gratitude, offered motivation, highlighted the advantages of learning, and urged ongoing practice at home. Cycle II learning represents a phase of enhancement addressing the deficiencies identified in Cycle I. Reflection results from Cycle I indicated that not all students had mastered the topic or achieved the minimum passing score. According to the evaluation in Cycle II, students demonstrated proficient intensive reading skills across four aspects: comprehension of the reading text's content, alignment of the theme with the text, accuracy of the identified main sentences, and appropriateness of the conclusion.

The evaluation results in Table 4.5 indicate that, on average, students have achieved or surpassed MCC. Of the 20 students, just 3 have yet to complete the task. According to the criteria for assessing action research, the outcomes in Cycle II have achieved the 83.75% benchmark with a cumulative score of 1675, indicating success. Simultaneously, the data about student challenges presented in Table 4.6 indicates a notable enhancement. Issues have arisen regarding one student's comprehension of the content of reading text 1, the appropriateness of the theme in relation to the content of reading text 1, and the relevance of the conclusion drawn by one student.

According to the learning reflection results for cycle II, both the researcher and students observed that, in comparison to cycle I, the students did not yet achieve the MCC. Among 20 pupils, only 16 had not attained the MCC, with the highest score recorded at 85 and the lowest at 20. During this cycle II, students exhibited no complaints regarding the reading material supplied; instead, they approached intensive reading with greater seriousness and composure. The learning outcomes of intensive reading utilizing the think-pair-

share paradigm for XI MIA 1 students at SMAN 38 Maluku Tengah have demonstrated significant progress relative to Cycle I. Following the outcomes of the reflection undertaken, the researcher and educator resolved not to proceed to the subsequent round.

CONCLUSION

Following the presentation of research findings and the discourse in Results and Discussion, the researcher concludes that the implementation of intensive reading instruction through the think-pair-share learning model for XI MIA students at SMAN 38 Maluku Tengah enhances the learning experience, rendering it more engaging and enjoyable, while also facilitating numerous advantages for students, specifically in cultivating their creativity in intensive reading and motivating them to refine their creative skills. The think-pair-share learning paradigm fosters an educational environment where students can derive knowledge from their experiences during extensive text reading.

The outcomes of Cycle I utilizing the TPS learning model for 11th-grade students at SMAN 38 Maluku Tengah revealed deficiencies in their intensive reading skills. Specifically: (a) students encountered challenges in selecting titles through the think-pair-share model; (b) students struggled to ascertain and comprehend the content of the selected titles; (c) students faced difficulties with punctuation and spelling. With an average score of 20%, five students achieved MCC, whilst fifteen pupils did not. To enhance the quality of Indonesian language instruction, it is anticipated that educators will effectively employ suitable pedagogical approaches aligned with the curriculum.

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