

THE USE OF THINK PAIR AND SHARE TECHNIQUE IN TEACHING READING TO THE SEVENTH GRADE OF SENIOR HIGH SCHOOL

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Abstract

The study was conducted to determine the use think-pair-share technique is effective in teaching descriptive reading that improved students' achievement in reading comprehension. This objective is supported by Frank Lyman's theory, "Think-pair-share is a learner centered and highly effective collaborative teaching strategy that is widely used in higher education". That statement was proven and can be seen from the students activities during the implementation of think-pair-share in teaching learning activities. This study used quantitative method, and experimental with one group pre-test – post-test as the design. There were thirty five students from the seventh grade of SMPN 1 Palimanan Kabupaten Cirebon were used as the sample. In the experimental class, the writer used think-pair-share as the treatment, it has been done in three meetings. Pre-test and post-test was used to gain the data. There were ten question of essay students' sheet was used as intruments of the test. The experiment class showed a significant reading comprehension, it shows that t_{account} is higher than t_{table} ($18.13 t_{\text{account}} > 2.032 t_{\text{table}}$). Based on the reasult the writer concludes that use of think-pair-share technique in teaching descriptive reading is effective in improving students' reading comprehension.

Keyword : *Think-Pair-Share Technique, Descriptive Text, Teaching Reading Comprehension*

INTRODUCTION

Reading is one of language skills which still difficult to be mastered for students. The biggest challenge that is faced by students of teaching reading is how to sort it all out. The case is bear with conflicting concepts, approaches, and methods. Based on the result of observation to several students of junior high school it can be seen from their difficulties in comprehend about topic in the text. They are hard to comprehend the topic that they read in a text. Actually they want to understand about what they have read. Because by reading they can

get a lot of information, they can enrich their knowledge, vocabulary, and spelling ability, so they need to improve their ability in reading comprehension because it is very important skill to be mastered by students. According to Patel and Jain (2008: 114) "Reading is very necessary to widen the mind and gain understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language".

A good reader needs a good comprehension to know about contents of the text. So, when the reader read a text, it is useless when the reader does not

know about the content of the text. In order to be a good reader, he or she should be able to share about what the content in the text. Because while reading and sharing that contents in reading, it will be more helpful to remember what the text is. Becoming a reader is a continuous process that begins with the development of oral language skills and leads, over time, to independent reading. Reading activity should be an essential skill for students to enrich their understanding about the contents of the text. According to Snow, Catherine (2002: xv) stated that it is important for comprehension that the reader constructs various representations of the text.

According to the research that was conducted by Listiani (2014), on her research, she found many students who are still hard to read and understand a passage in English. Some techniques have been tried for them while teaching reading comprehension, because of in large class teacher seems difficult to overcome the problem because they are very poor in reading skill. It is same with the writer's interviewing to a teacher in SMPN 1 Palimanan, the teacher is Mrs. Yunani S. Pd. She taught four classes of first grade students. She has teaching reading for four meetings. She found the same problems that most of students difficult in learning reading comprehension because students who are still hard to understand a passage in text English. Moreover in the learning activity, most of students said that students were more interested in learning groups.

In teaching reading, there are some strategies and techniques were used. Cooperative learning is one of strategy that divide students into small groups from which students engage in learning activities using structures designed to require each group member to contribute with the assistance and encouragement of other team members. The cooperative

learning model was developed to achieve at least three important instructional goal: academic achievement, acceptance of diversity and social skill development. Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks.

A lot of number cooperative learning strategies, TPS (Think, Pair, and Share) is chosen to be applied in this research. It is a simple technique of small discussion. Think-pair-share is cooperative learning technique which promotes students participation to be active class. This technique was made by Frank Lyman the professor of the University of Maryland in 1981. According to Lyman in the journal Slone and Mitchell (2014: 102) Think-Pair-Share activity is a learner centered and highly effective collaborative teaching strategy that is widely used in higher education.

The intention of this technique is to make the students think independently about the problem that given by the teacher and they deliver by verbal about what they have learned to the other student. Moreover, think-pair-share is one of the techniques that can be applied in teaching reading comprehension because think-pair-share technique is one of potential activity that gives students feeling of freedom to understand English by themselves.

Based on the explanation above, the writer conducted a pre-experimental research entitled "The Use Think Pair and Share Technique in Teaching Reading to The Seventh grade of SMPN 1 Palimanan"

RESEARCH QUESTION

This study purposes to answer the following question:

1. Is the use of Think-Pair-Share technique effective in teaching reading comprehension?

2. Is there any positive responses given by students after the implementation of Think-Pair-Share technique in teaching reading comprehension to the seventh grade of SMPN 1 Palimanan?

THEORETICAL FRAMEWORK

Teaching Reading

The base word is read. It means to understand the contents of the text. Reading is useful for language acquisition. Mostly the students want to be able to understand about what they have read. Teachers only ask the students to silent reading without knowing about the students' understanding about what they have read. Teaching reading is not easy, because the teacher must be able to know the basic of their students and after that the teacher can decide the method of teaching reading. Reading lessons were typically performed orally, with accuracy and often in unison in keeping with religious observance (Sadoski, 2004: 20).

Teachers are the main character to make their students become more interesting. According to Patel and Jain (2008: 123) there are some ways to make reading interesting: To learners, teacher should tell about the topic first. He should motivate students. Teacher should not read first but he should allow the students to read the text, the student not permitted to murmur while reading, the subject matter should be interesting, effective and selected from the reading material developed for it, the better comprehension and understanding can be used with eclectic approach by teacher.

Types of Reading

There are many types in reading in order to read a text. Each type has a different advantages and disadvantages

for the reader. And it depends on what type of reading that will be used by the reader to read a text. According to Patel and Jain (2008: 117) there are some types of reading: intensive reading, extensive reading, aloud reading, and silent reading. The explanation of types of reading can be seen below:

a. Intensive Reading

Intensive reading is bear to the result in learning activity under the guidance of the teacher. It will serve a basic for explaining the difficulties of the structure and for adding knowledge of vocabulary

b. Extensive Reading

Extensive reading will select a lower level of difficulty material for extensive reading skill. The student will be trained by the purpose of extensive reading to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Aloud Reading

Reading aloud also has an important part in teaching English. The training of aloud reading have to know by the teacher in order to give at primary level, because it is the basic of words pronunciation.

d. Silent Reading

Silent reading is a very fundamental skill in teaching English. Silent reading was used to improve reading ability of the learners.

Think Pair Share

1. Definition of Think-Pair-Share

Think pair share is the technique of cooperative method which developed by Frank Lyman of the University of Maryland in 1981. It is a small discussion that can use in the classroom by teachers. Think-pair-share can promote and support high level of the students to think about the material. It also can be modified to fit any class size and any situation. By using this technique the students will think about the material and share it by their own words. According to Lyman in the journal Slone and Mitchell

(2014: 102) think-pair-share activity is higher education, a learner centered and highly effective collaborative teaching strategy is widely used.

2. The Implementation of Think-Pair-Share

According to Jolliffe, W (2007: 43), there are some steps of think-pair-share: (1) The teacher asks a question and then provides 'think' time, (2) Pupils talk to a partner, (3) Pupils share their answers.

Describing of the steps:

(1) *Think*: Students silently think about the cases of the material, makes a notes, draw or calculate to solve the issues.

(2) *Pair*: Students pair with their bench friend and discussed about the material with their partner.

(3) *Share*: The student and their parthner share about the material to the others pairs in front of class by their own words.

3. Advantages and Disadvantages of Think-Pair-Share:

This technique has some advantages and disadvantages in teaching students. But using this technique, the activity in the classroom will be more active. For example: students are sharing their opinion to the other students by verbal. It makes the classroom situation become active. According to Bouchard, M (2005: 110). These some advantages of Think-Pair-Share technique:

a. The notion of the positive effects of "wait time" upon the quality of student responses in the classroom

b. Nonnative speakers must first linguistically decipher the question itself and then cognitively from a response to it

c. Wait time not only offers time for linguistic interpretation of the question but also response formation.

d. Pairing with another student gives an opportunity to orally share their

response with a classmate and receive valuable feedback.

According to Diyah et.al (2013: 42) in spite of the advantages, the Think-Pair-Share technique also has some disadvantages, they are as follows:

a. Not all students focus on the topic given, because they can share everything with their partner out of the topic (question) given.

b. There is a possibility that the students who have low understanding about the topic given likely chat to the other pairs.

RESEARCH METHODOLOGY

Research Method

Pre-experimental research is the one kind of the research which has a simple way. It does not need a control group for a research. In this case, the writer only the used one group on a dependent variable as a subject since the research begins until the end. Pre-experimental research including in a quantitative method. Curriculum innovation or other reveal that a researcher has measured a group on a dependent variable this is stated very often, reports about the value of a new teaching method or interest aroused (Cohen, 2007:282)

In this research, the writer used a quantitative method to provide the result of this research. Any research that focus on counting things and on understanding the patterns that emerge from those counts is called by quantitative research (Hinkel, 2011: 192)

Research Design

In this research, the writer used experimental study with pre-test and post-test. Freankel and Wallen (2009: 11) stated that "Experimental research is the most conclusive of the scientific method. Because the researcher actually established different treatments and then studies their effects, result of this type of

RESULT AND DISCUSSION

Pre Test and Post Test Result

a. Pre-test

In this research the writer did pre-test before experiment in the classroom. To know the achievement of the students before treatment is begin. The writer used descriptive text for teaching learning process entitled "Losari Beach and Jakarta". In the pre-test the writer used essay sheet as instrument of the test. There were 10 questions at the essay sheet. After the writer got data, the writer classifies the students scored as the first data. The highest of pre-test is 60 and the lowest score is 20 and also the average of the class is 42.00, because many students got the score under the average.

b. Post-Test

After giving treatment in three times, the next step was giving post-test for students. The objectives of post-test was to know the effectiveness of the students' comprehension in descriptive text after the students taught by Think-Pair-Share technique in KTSP curriculum. In the post-test the writer used essay sheet as instrument of the test. There were 10 questions at the essay sheet entitled "Makassar and National Monument". The result of post-test increased than pre-test score. It can be seen the highest score of post-test was 90 like S1, S2, S3, S11, S12, S14, S15, S16, S21, S22, S23, S24, S30, S32, and S35. The explanation of students that got highest score. In the post test there was all the students had improvement than the pre-test.

By used Think-Pair-Share technique in teaching process can make students more active. With the step in Think-Pair-Share technique the process of comprehending of the text make student easy. It was proven in the score of post-test. The average of the score post-test increase

81.71. It was because students have understood about the topic, the language feature, and generic structure by sharing with their pairs.

c. Result of the test

The number of students (N) are 35 students, after every subject is tested and got a score then contend up the total score of pre-test is 1470 and total of post-test is 2860. Based no distribution of the data, it can be concluded into following:

$$\begin{aligned} \text{Gain } \sum D &= 1390 \\ \text{Gain } \sum D^2 &= 60900 \end{aligned}$$

The Computation of The Mean

Mean of Pre-test (O_1)

$$X = \frac{\sum X}{N} = \frac{1470}{35} = 42.00$$

The mean of Pre-test in classroom was 42.00

Mean of Post-test (O_2)

$$X = \frac{\sum X}{N} = \frac{2860}{35} = 81.71$$

The mean of Post-test in classroom was 81.71. Based on the data above, it can be seen the mean of post-test was higher than the mean of pre-test. The mean of pre-test was 42.00 and the mean of the post-test was 81.71.

The Mean of Difference for All Parts of Score

Based on the table in 4.3 total gain between of pre-test and post-test in experimental class was 1390.

$$D = \frac{\sum X}{N} = \frac{1390}{35} = 39.71$$

Based on that formula, the writer got that the mean difference all parts of score was 39.71

Determining The Square of SUM of Differences

$$(\sum D)^2 = (1390)^2 = 1.932.100$$

Based on the formula, the square of sum of the differences between pre-test and post-test was 1.932.100

Substitute T-test Formula

1) Found t_{account}

In this research, the formula by Mc Millan (2001:620) is needed to calculate the significant differences score of treatment by using t-test. The formula t-test is as follow:

$$t = \frac{\bar{D}}{\frac{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{39.71}{2.19} = 18.13$$

In this section the writer have already known the result of t_{account} . Based on the formula, t_{account} was 18.13. after that the writer have find t_{table} . The next step is finding df is for determining the degree of freedom in t_{table} . Based on the formula t_{table} was 2.032. Critical value of (t) at 0.05 significant level from t_{account} 18.13, so t_{table} 2.032 from calculation and looked the table t, it can be seen that value of t_{account} is 18.13 it means t_{account} is higher than t_{table} 2.032. Based on the data above, it shows that there was an influence of the students' result. t_{account} as the result of pre-test and post-test in

experimental class and t_{account} accept the hypothesis. If $t_{\text{account}} > t_{\text{table}}$, the hypothesis was accepted. The result of post test of experimental class was higher than the result of pre-test. Therefore, the writer concludes that there is an improvement of students' reading after the implementation of Think-Pair-Share technique in teaching descriptive reading to the seventh grade Palimanan Junior High School.

Questionnaire result

After the teaching and learning process the writer gave questionnaire sheet to students in the classroom. In giving the questionnaire, the writer asked the students to answer the question after the implementation of Think-Pair-Share technique in teaching descriptive reading to the seventh grade Palimanan Junior High School Kab Cirebon. The writer gave the students a questionnaire checklist from which must be filled out based on after the implementation Think-Pair-Share technique. In the questionnaire sheet to know how the responses given by students of implementation Think-Pair-Share technique in reading class, there are some scales of questionnaire sheet that the scale of questionnaire writer used 1= Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree. This is adapted by Cohen (2007).

Table 1
The percentage of the questionnaire

Number of Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	11%	54%	34%	0%	0%
2	29%	60%	11%	0%	0%
3	29%	14%	57%	0%	0%
4	31%	57%	11%	0%	0%
5	26%	66%	8%	0%	0%

6	20%	51%	29%	0%	0%
7	31%	46%	22%	0%	0%
8	57%	37%	5%	0%	0%
9	34%	51%	11%	2%	0%
10	34%	42%	20%	2%	0%

The second research question was proposed to know whether of Think-Pair-Share technique is the positive responses given by students in teaching reading comprehension. In order to get data for answering the second research question, the writer had prepared some questionnaire sheet. The questionnaire sheet used 10 statement. The result of questionnaire sheet is positive response given by students in teaching reading descriptive text, because the frequency and the percentage of questionnaire showed much choosed in strongly agree of each statement

Discussion

The first research question aimed to find out is the implementation of Think-Pair-Share technique is effective or not in teaching reading descriptive text. Based on the result of the research, the writer found that the used of Think-Pair-Share technique in teaching reading descriptive text at the seventh grade of SMPN 1 Palimanan was effective, because in this research showed that the result of t_{account} was 18.13 is higher than t_{table} was 2.032. This is because the students become more confident and enjoyable in teaching reading descriptive text using Think-Pair-Share technique. The result of this research was in line with theory which stated from Lyman in journal Slone and Mitchell (2014) Think-Pair-Share can be modified to fit any class size and any situation. Students became active and confident in learning activities. Moreover students were enthusiastic and interested in teaching reading by using think-pair-share technique. It can be seen when teacher asked the students in pair, they immediately looking for their pair.

The second research question aimed to find out positive response given by students. The writer used questionnaire sheet and the result of students' responses towards teaching reading descriptive text by using Think-Pair-Share technique, showed almost all of students feel interested in learning reading descriptive text by using Think-Pair-Share technique and they got the advantages in learning reading descriptive text by using Think-Pair-Share technique. The result of this research was in line with theory which stated from Boucher (2005) the some advantages of Think-Pair-Share techniques is the notion of the positive effect of wait time upon the quality of student responses in classroom because in teaching learning students pair with their bench friend and share about the material, this is makes the classroom situation become active.

CONCLUSION AND SUGGESTION

Conclusion

The main aim of this research was to find out the use of Think-Pair-Share technique in teaching reading at the seventh grade students of Palimanan High School Kab. Cirebon and to find out whether there is difference for students' reading score after the implementation of Think-Pair-Share technique in teaching reading.

First, the data of test. This research had show that Think-Pair-Share technique significantly improved to the students' reading comprehension in descriptive reading. Based on the calculate of the test result in pre-test and post-test, the writer found out the interesting in the student' mean score. In pre-test, it was 42.00 then in post-test

increased to 81.71 and the writer gets t_{account} is higher than t_{table} ($18.13 > 2.032$). it means that hypothesis is accepted.

Second, the data of questionnaire. From the data of questionnaire could be seen that the students liked learn reading descriptive text using Think-Pair-Share technique from the question more of students choosed the strongly agree and agree of each statement. This refers that teaching reading descriptive text using Think-Pair-Share technique is effective and also more of students gave positive response of Think-Pair-Share technique.

Suggestion

The writer attempts to give some suggestions. The other educator had to put Think-Pair-Share technique as alternative technique to be applied in teaching and learning process. Not only in teaching reading but also in teaching speaking, teaching writing. Think-Paie-Share technique can create better classroom where the students were free to deliver their ideas and opinions in pairs, before the implementation the Think-Pair-Share technique, the teacher to explain the steps of this technique and the teacher has to monitor and control the class while doing the discussion. And this study may become one of references that is providing useful information that my help in doing research.

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