IMPROVING STUDENTS' ABILITY IN READING NARRATIVE TEXT BY USING THINK PAIR SHARE STRATEGY IN EIGHTH GRADE OF SMP IT AR-RASYID MEDAN SENEMBAH, TANJUNG MORAWA

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Abstract:

The aim of study was to find out improvement of students' ability in reading narrative text by using TPS strategy. This study was conducted by applying Classroom Action Research (CAR), which was carried out through four steps. They were plan, action, observation and reflection The subject of research was the grade VIII-A students of SMP IT AR-Rasyid Medan Senembah, TanjungMorawa which consisted of 30 students academic years 2015/2016. The research was conducted in two cycle, cycle I consisted of three meetings and cycle II consisted of two meetings. Instruments for data collection were test, observation sheet, interview sheet, diary note and documentation.Based on the result of the data analysis showed that mean of the first cycle was 63,3. The mean of second cycle was 73,5. The percentage of students who got point up 70 also grew up. In the pre test, students who got up 70 were only 1 of 30 students (3,3 %). In the post test of cycle I, students who got up 70 were only 14 of 30 students (46,6 %). It mean that there was improvement about 43,3 %. In the post test of cycle II, students who got up 70 were 26 of 30 students (86,7 %). The improvement was about 40 %. The total improvement of the students' score from the pre test to post test of cycle II 83,3%. So the result of the research showed that Think Pair Share (TPS) strategy significantly improved students' ability in reading narrative text.

Key Word: *Improving Ability, reading, narrative teks, Think Pair Share Strategy, Class Room Action.*

A. INTRODUCTION

Reading is one of the most important skills in language. Reading involves the encoding of message of some kinds; that is translated readers' thought into language. To read well,

we also must have good capabilities in reading process and aspect of reading. The reader must be able to organize the idea construct the sentence, using of punctuation, vocabulary and spelling well. It means that in reading writer transfer their thoughts into

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a written form by following some certain rules according to the read of text writer want to create. There are twelve types of writing (genre) namely ; Descriptive Text, Persuassion Text, Argument Text, Recount Text, Narrative Text, Report Text, Analytical Exposition, News Item, Explanation, Anecdote, Procedure Text and Hortatory Exposition.Narrative text is a text which contains about story fantasy, fairy tale, or a true story that has been exaggerated.readers'opinion. The writer provides evidence to influence the readers. Narrative teks are popular among science, academic community and educated people.

Based on the direct observation that was done by the writer at SMP IT AR-RASYID Medan Sinembah, TanjungMorawa, many students have difficulties in writing Narrative Text. The students have difficulties to develop the idea and the students have lack of vocabulary and students' ability in grammar is still low.

All these condition affect the student's ability in reading especially in reading Narrative Text. This case, however the students are influenced by the learning activity. Therefore, the teacher has important role in teaching. Besides explaining the material, the teacher should be able to stimulate their curiosity particularly in reading. To solve this problem the fourteacher should use various strategies to teach and choose a suitable strategy to improve the students' ability in reading Narrative Text. The writer choosed Think Pair Share strategy to improve students'ability in reading NarrativeText because Think Pair Share strategy as an attempt to combine the teaching strategy oriented to the development of academic assessment process. Think Pair Share strategy one type of cooperative learning demanded the students to have a good ability to communicate well in a group process skills (group process skills).Think

Pair Share strategy in learning process could made the students be active because this strategy given priority to the students, so the students could understood and were increasing to learn. That's why the writer decided that Think Pair Share Strategy is appropriate to increase students'ability in reading Narrative text with the title *: "Improving Students' Achievment In Reading Narrative Text By Using Think Pair Share Strategy In Eigth Grade Of SMP IT AR-Rasyid Medan Sinembah, TanjungMorawa.*

B. Aim of Study

To know whether the students' achievement in reading comprehension of narrative text improved when they are taught by using Think Pair Share (TPS) strategy.

C. LITERATURE REVIEW

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Keith Rayner is Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language.

In addition, by reading, the students open their mind and refresh their knowledge every time.and also not only the parents or teachers at school who asked the students to read Allah also tells us to readsays in Al-Qur'an, surah Al-Alaq verse 1-5 as follows:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ() خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ() إِقْرَأ وَرَبُّكَ الْأَكْرَمُ() اَلَّذِى عَلَّمَ بِالْقَلَمِ() عَلَّمَ الْإِنْسَانَ مَالَمْ يَعْلَمْ

Translation:

"Proclaim! Read! In the name of thy Lord and Cherisher, who created, created man, out of a (mere) clot of scongealed blood, Proclaim! And thy Lord is mostbeautiful, He Who taught (the use of) the pen, Taught man that which he knew not."

Of these verses we can see directly even the first word in the verse is "reading". So the word is not only aimed at students only but Allah told his people to reading not just reading but also to understand what was in it until Allah to us and understand the incredible creation for us as Muslims. So, actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey.

According to Sharon Grimes "Reading is an active process of constructing meaning; those who understand the process best".So from that statement can be taken that the reader should have the ability to build an understanding of the contents of a text or abook. Of connecting words, sentences to paragraphs, and understanding of the essence of the text in order to interpret the contents of the text. Readers also have to use their the best way reading because reading is not just usually activity but it also needed a concentration.

According to E. Marcia Sheridan"Reading is in actuality a process of predicting meaning based on the reader's knowledge of oral language syntax, semantics, and phonological cues. In other words, based on the reader's store of information about how language works from his knowledge of oral language, a reader already knows something about how words are ordered and what kinds of meaning words process in certain contexts."

Based on the above, we conclude that the reading is getting meaning from print. It is not just limited to print the text or a book, but also this is the case for the communication between the reader and the author that the reader interpret the contents of the buffer to the reading and understanding of what is read. Therefore, the reader should interpret what is written by the authors clearly.

1. Reading Comprehension

According to Kate Cain Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sound.

If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

And according to E. Marcia Sheridanreading comprehension is called "schema theory" or the " schema perspective." The goal of schema theory is to describe interaction between what is in the text and how that information is shaped and stored by the reader.

The underlying assumption is that meaning does not lie solely in the print itself, but interacts with the cog- nitive structure or schemata already present in the reader's mind. These schemata represent, in Ausubel's terms, the "ideational scaffolding" or framework for understanding new information. Thus the reader has pre- sent in

cognitive structure schemata which constitute a cognitive filter through which one views the world and from which one predicts or makes inferences about what is read.

According to RAND Reading Study Group (RRSG) defines:

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. The Elements of Comprehension:

• The reader who is doing the comprehending

• The text that is to be comprehended

• The activity in which comprehension is a part

Based on the above quotation, it can be seen that the reading must have the ability and knowledge set a using the theory in order to read what is read by the reader not just letter sprinted in the book but can increase the knowledge of the reader, the information in the reader can be recycled into more simple and can be understood by the reader himself.. In considering activity, include the purposes, processes, and consequences associated with the act of reading.

D. RESEARCH METHODOLOGY

This research was conducted by applying Classroom Action Research and the subject of this research was the VIII grade of SMP IT AR-Rasyid, Medan SinembahTanjungMorawa at academy years 2015/2016, at class VIII. The number

students was 30. The research design used in this study was Classroom Action Research. Kunanadar (2008) Clasroom Action Research is an action research conducted by teacher as well as the researcher in their class with planning, action, observation, and reflection that aim to improve the quality of the learning process in the classroom through cycle.The datas were taken from the students' writing test, observation sheet, interview, and diary notes.

E. RESEARCH FINDING

Based on the result of the research, it could be concluded that all the students got increasing or improvement of their score. There were high increasing and also low increasing.

In order to know the improvement of the three reading procedure text tests, the following formula was applied: $\bar{x} = \frac{\sum x}{N}$

Where:

$\bar{x}$ = the mean of the students' score.

$\sum x$ = the total score.

N = the number of the students.

The improvement of the students' mean score grew from reading narrative text test as a pre test.Total score of the students was 1310 and the number of the students who followed the test was 30, so the mean of the students score was:

$$\bar{x} = \frac{1310}{30} = 43{,}7$$

In post test I, the total score of the students was 1900 and the number of the students who followed for this test was 30, so the mean of the students' score was:

$$\bar{x} = \frac{1900}{30} = 63{,}3$$

Then, in post test II, the total score of the students was 2205and the number of the students who followed the test was 30, so the mean of the students' score was:

$$\bar{x} = \frac{2205}{30} = 73,5$$

The number of the students who were competent in the test was calculated as follow: $P = \frac{R}{T} \times 100\%$

$P_1 = \frac{1}{30} \times 100\% = 3,3\%$

$P_2 = \frac{14}{30} \times 100\% = 63,3\%$

$P_3 = \frac{26}{30} \times 100\% = 73,5\%$

The result showed the increasing of the students' score from the cycle I to cycle II. In cycle I, the score was still low and it was needed to do the cycle II. Then after giving action in cycle II, the result of the score increased significantly from the cycle I. It meant that the action which done successfully increased the students' achievement in reading narrative text by using Think Pair Share strategy. It was supported by the fact that the mean of the score has increased in the cycle II, the mean of cycle I was 63,3% and the mean of cycle II was 73,5%.

No	Students' Initial	PRE-TEST		CYCLE 1		CYCLE 2	
		Score	Got Score of over 70	Score	Got Score of over 70	Score	Got Score of over 70
1	ANS	55	Failed	85	**Passed**	85	**Passed**

2	A	35	Failed	65	Failed	80	**Passed**
3	BPI	40	Failed	0	Failed	75	**Passed**
4	DPI	30	Failed	85	**Passed**	90	**Passed**
5	DS	50	Failed	70	**Passed**	80	**Passed**
6	DR	10	Failed	0	Failed	70	**Passed**
7	FR	50	Failed	65	Failed	70	**Passed**
8	FA	50	Failed	65	Failed	75	**Passed**
9	FZ	50	Failed	80	**Passed**	65	Failed
10	G	60	Failed	65	Failed	70	**Passed**
11	IS	55	Failed	65	Failed	80	**Passed**
12	JS	70	**Passed**	95	**Passed**	75	**Passed**
13	KA	50	Failed	60	Failed	60	Failed
14	MI	60	Failed	80	**Passed**	80	**Passed**
15	MHA	40	Failed	60	Failed	70	**Passed**
16	MU	10	Failed	35	Failed	75	Failed
17	NAS	25	Failed	85	**Passed**	60	**Passed**

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18	NFN	45	Failed	80	**Passed**	70	**Passed**
19	NSA	45	Failed	80	**Passed**	75	**Passed**
20	PMR	60	Failed	75	**Passed**	70	**Passed**
21	RNL	30	Failed	60	Failed	70	**Passed**
22	R	45	Failed	70	**Passed**	85	**Passed**
23	RP	35	Failed	0	Failed	80	**Passed**
24	RS	55	Failed	80	**Passed**	70	**Passed**
25	SR	45	Failed	75	**Passed**	70	**Passed**
26	STT	55	Failed	65	Failed	80	**Passed**
27	SVA	45	Failed	60	Failed	75	**Passed**
28	VSY	50	Failed	80	**Passed**	75	**Passed**
29	WHPZ	30	Failed	55	Failed	70	**Passed**
30	YYH	30	Failed	60	Failed	85	**Passed**
Total $\sum X$		**1310**		**1900**		**2205**	

The Mean Score	43.7		63.3		73.5	

The researcher analyzed qualitative data to support this research finding beside the quantitative data. The qualitative data were taken from diary notes, observation sheet, and interview report. The improvement of students' achievement in reading comprehension can be seen from the result of the analysis of qualitative and quantitative data. It means that the students' achievement in reading comprehension of narrative text improved.

F. CONCLUSION AND SUGGESTION

A.   Conclusion

Based on the result of the research, it could be concluded that teaching reading by using Think Pair Share strategy could develop the students' achievement in reading comprehension of narrative text,

especially for students at eighth grade class of SMP IT AR-Rasyidmedansenembah. So, the conclusions are drawn as follows:

a. There is an improvement of the students' achievement in reading narrative text if it is taught by using Think Pair Share (TPS) strategy. It is proven from the mean of the students'scores in three tests: free test (43.7), post test I (63.3), post test II (73.5)

b. The observationand interview sheet indicate that there is improvement in students' achievement in reading comprehension. Furthermore, Think Pair Share (TPS) as the strategy makes students can be actively, enthusiastic, and joyfully

to develop in teaching reading process.

c. The result of qualitative and quantitative show that the application of Think Pair Share strategy improves the students' achievement in reading narrative text.

B.   Suggestion

Having seen the result of study, the researcher offered the following suggestions to be considered:

1. For the head master should suggest to the english teacher use Think Pair Share (TPS) strategy when teaching learning process, especially in reading comprehension.

2. For the teacher suggested to use Think Pair Share (TPS) strategy which has a pleasant learning condition, in order that the students feel more motivated and interested in learning reading comprehension.

3. The other researchers, it is suggested to conduct futher research related to the topic of the study.

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