

THE EFFECT OF USING THINK-PAIR-SHARE TECHNIQUE ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMPN 3 BANGSALSARI JEMBER

Diyah Reni Fauziyati¹², Wiwiek Istianah¹³

Abstract : *This research was intended to investigate whether or not there was a significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember. Especially in reading comprehension, many students still have difficulties in understanding the reading text. Thus, the teacher's roles becomes important in teaching learning process especially in selecting the suitable teaching learning model to make the students easier in comprehending the English reading text. One of the techniques that can be used and applied by the teacher is Think-Pair-Share technique. Think-Pair-Share technique is one of the types of cooperative learning that consist of three steps; Think, Pair and Share. Thus, to know whether or not there was a significant effect of using Think-Pair-Share technique on reading comprehension achievement; Think-Pair-Share technique was used as teaching technique in teaching reading in this research.*

Key Words : *Reading comprehension, Think-Pair-Share, eighth grade students*

INTRODUCTION

English is the first foreign language taught as a compulsory subject for all secondary schools. Based on the 2006 School Based Curriculum (KTSP) the aim of English teaching at junior high school is to achieve skill in reading, writing, speaking, and listening, although the great emphasis is on reading (KTSP, 2006:2). Most of the sources of information including books, science, and technology are written in English. So, English is a very important language to learn to face a better future, knowing that mastering English can help to understand knowledge written in English easier.

English as a subject matter in school covering the four basic language skills: reading, speaking, writing and listening. In every activity in the English class, students learning activities involve reading. Reading is one of the complex ways in learning English. It is a kind of activity to comprehend the writer's idea or the way the writer communicates with the readers by way of the written or printed words. Reading is important for everybody in order to face new knowledge in the changing world of technology. In general, the purpose of reading is to comprehend the ideas in the material in which the students' comprehension is truly needed. This is supported by Boss and Vaughn (1991:144) who states comprehension is the goal of the reading process.

¹² Mahasiswa Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

¹³ Dosen Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

Dealing with reading, there are so many learning strategies that can be applied in teaching reading and one of them is cooperative learning. Think-Pair-Share is one of the types of cooperative learning that was developed by Frank Lyman, at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. Think-Pair-Share is a useful learning technique that can be used with all grade levels and all content area subjects. It is an effective technique used to assist learners in thinking more deeply, as well as allow students the opportunity to practice in communicating their thoughts and ideas with peers and teachers.

Think-Pair-Share technique involves a three step cooperative structure (Lyman, 1981), 1) The first step of Think-Pair-Share technique is thinking. The teacher gives the students' time to think and answer the problematic question. This step permits the students to develop their own answer. 2) The second step of Think-Pair-Share technique is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing with the whole class. 3) The last step of Think-Pair-Share technique is sharing. The teacher asks the students to present solution and answer individually or cooperatively to the class as a whole class.

According to Lyman (1981), Think-Pair-Share technique as one of the cooperative language learning models has some advantages. They are as follows: 1) The Think-Pair-Share technique is quick and does not take much preparation time. 2) The Think-Pair-Share technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class. 3) Students have opportunity to learn higher-level thinking skills from their peers, and gain self confidence when reporting ideas to the whole class. 4) The 'pair' step ensures that no student is left out of the discussion. 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. 6) Both students and teacher have increased opportunities to think and become involved in group discussion. 7) The Think-Pair-Share technique is applicable across all grade levels and class sizes. Therefore, it is able to be applied to the eighth year students of SMPN 3 Bangsalsari.

In spite of the advantages, the Think-Pair-Share technique also has some disadvantages, they are as follows: 1) Not all students focus on the topic (questions)

given, because they can share everything with their partner out of the topic (questions) given. 2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs. To anticipate the disadvantages are by giving the students time limitation to do the exercises given by the researcher so there is no chance for them to discuss out of the topic. The second is the researcher must be known the students reading achievement by giving pretest first. So it can be seen how many students in high and low achiever. Then, the researcher can divided the high and low in one group.

In relation to the previous research findings, the result of this research supported the previous research findings. The result of this research shows the similar fact that Think-Pair-Share technique has significant effect on English teaching learning process. This finding supports the experimental research conducted by Suhartoyo (2007). In his experimental research; it was found that there was a significant effect of the application of Think-Pair-Share technique on the writing achievement of the second year of SMAN 1 Arjasa in the 2006/2007 academic year. This research shows that the students who were taught by using Think-Pair-Share technique had better scores in the writing ability than the students who were taught by using the conventional technique.

Another research on the application of Think-Pair-Share technique was done by Kuliana (2007). Her research was about the use of Think-Pair-Share technique in improving students' reading comprehension achievement. She found that cooperative learning can improve the students' reading comprehension achievement at the tenth grade of SMAN 1 Kalisat Jember in the 2007/2008 academic year. She applied Think-Pair-Share technique with two cycles. In the first cycle, the students did not reach the target score that was $M=70-79$ because the mean score of the first cycle was 61,35. Therefore the second cycle was conducted. The mean score in the second cycle was better ($M=72,84$) than in cycle one ($M=61,35$). So, in her research Think-Pair-Share technique can improve students' reading ability at the tenth grade of SMAN 1 Kalisat Jember in the 2007/2008 academic year.

RESEARCH METHODS

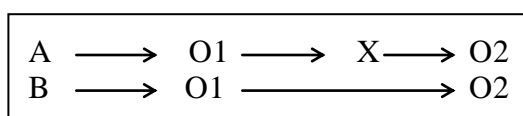
This research applied Quasi experimental research with non-equivalent pre-test and post-test design by involving two groups, the experimental and the control groups.

In this research, the experimental group was taught by using Think-Pair-Share technique while the control group was taught by using Conventional technique (lecturing, question and answer). The total number of the respondents of this research was 96 students that consisted of 3 classes of VIII A, VIII B and VIII C. Both classes were selected by using cluster random sampling through lottery from the three classes of eighth grade because this kind of sampling was suitable for selection of group or cluster rather than individuals. Based on the result, the two classes were chosen as the experimental group (VIII C) and the control group (VIII B).

In this research, the researcher conducted a pre-test at the beginning of the research and a post-test at the end of the research to measure the ability of students before and after treatment. Both of the tests given to the experimental and control groups. The test items for pre-test and post-test has the same topic and the same time allocation. Before administering the pre-test and post-test to the experimental and control group, the researcher was administered a try out to another class (VIII A) which did not chosen as the research groups.

Reading comprehension test was administered to both groups to find out the mean difference of the reading comprehension achievement, then comparing the result of both groups by using independent sample t-test formula. The last was drawing conclusions after analyzing the test scores to answer the research problem.

The research design was illustrated as follows:



Notes:

A : Experimental Group

B : Control Group

X : Treatment

O1 : Pre-Test

O2 : Post-test

(McMillan, 1992:176)

RESEARCH FINDINGS AND DISCUSSION

In this research, there were two kinds of data, namely primary data and supporting data. The results of the supporting data were collected from interview, observation and documentation. The first is interview, the purpose of the interview with the English teacher of the eighth grade of SMPN 3 Bangsalsari Jember to get the supporting data concerning with the practice of English teaching at the school. Obviously, the English teacher usually applied the Conventional technique (lecturing, question and answer). He said that he never applied Think-Pair-Share technique in teaching reading. The second is documentation, from the result of documentation it was known that the total number of the eighth grade students of SMPN 3 Bangsalsari Jember in the 2012/2013 academic year was 96 students and it consists of 3 classes. The total number of the respondents of this research was 96 students that consisted of 34 students of VIII A, 30 students of VIII B and 32 students of VIII C.

Based on the results of the observation, it was known in the first meeting only 14 of 31 students (45.16%) were active in teaching and learning process, while in the second meeting, there were 18 of 31 students (58.06%) who were active in taking part in teaching and learning process. It meant that many students in experimental group enjoyed the Think-Pair-Share activity during the teaching and learning process. It was because Think-Pair-Share technique encouraged them to think, to share, and to discuss their ideas with each other. By using Think-Pair-Share technique, they worked in pair so they can learn each other cooperatively and it encouraged the students to be more active in teaching learning process.

In the control group, the students were considered less active students because when they did the task, most of the students got poor score because they did not understand the material. This made the teaching learning process not always successful. Consequently, the students in the control group could not absorb the material as well as the experimental group. It can be said that Think-Pair-Share technique gave positive effect to the students' reading achievement. Think-Pair-Share technique was useful for teaching reading comprehension. It was proved by the students' reading comprehension ability of experimental group which resulted in better achievement than that of students' reading comprehension ability of control group.

The result of the primary data was the result of pre-test and post-test. The result of the pre-test and post-test scores were analyzed statistically by using independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. From the result, the total number of test taker of the experimental group is 31 and the total number of test taker of the the control group is 30 students. The total deviation of pretest- posttest of experimental group is 136. Meanwhile, the total deviation score of pretest-posttest of control group is 59.

From the data analysis of the students' pre-test and pos-test scores, it was found that the statistical value of t-test was 2.55 while the value of t-table at significant level of 5% with Df 59 was 2.00. It indicated that the value of t-test was greater than that of t-table ($2.55 > 2.00$). It meant that the null hypothesis (H_0): "There is no significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember" was rejected. On the contrary, the alternative hypothesis (H_a): "There is a significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember" was accepted. On the other words, there was a significant effect of using Think-Pair-Share Technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember in the 2012/2013 academic year.

The result of data analysis indicated the use of Think-Pair-Share technique gave significant effect to the eighth grade students' reading comprehension of SMPN 3 Bangsalsari. It was indicated by the statistical computation value of the t-test which was greater than that of the t-table ($2.55 > 2.00$). Generally, the result of the research showed that the experimental group got better results in reading comprehension achievement. It was because the students in experimental group were taught by using Think-Pair-Share technique while the students in control group were taught by using Conventional technique (Lecturing and Question-Answer).

Theoretically, this finding proved the theories that were related to Think-Pair-Share technique such as one of the cooperative learning. Think-Pair-Share is a "multi mode" technique developed to encourage students' participation in the classroom (Lyman, 2005:4). It is an effective technique used to assist learners in thinking deeply, as well as giving opportunity to the students to practice communicating their thoughts

and ideas with peers and teachers. It was also supported by Iddings, *et al.*, (2006:99) who says that Think-Pair-Share technique is wonderful way to involve the students and to raise their confidence they need through participating in a relatively relaxed manner. In addition, by applying Think-Pair-Share technique in teaching learning process, the students were motivated and also exited in learning English especially in reading class.

Teaching reading by using Think-Pair-Share technique is an effective technique in the process of teaching and learning English, especially in students' reading comprehension skills. Thus, the use of Think-Pair-Share technique has significant effect on reading comprehension achievement of the eighth grade students of SMPN 3 Bangsalsari Jember in the 2012/2013 academic year.

CONCLUSIONS AND DISCUSSION

Based on the data analysis, hypothesis verification and discussion in the previous chapter it can be concluded that there was a significant effect of Think-Pair-Share technique on reading comprehension achievement of the eighth grade students at SMPN 3 Bangsalsari Jember.

By considering the significant effect of using Think-Pair-Share technique as the teaching technique in teaching reading, some suggestions are given to the following people. 1) It is suggested that the English teacher also use and apply Think-Pair-Share technique in teaching reading to make the students more active in developing their thinking cooperatively and make the situation of the class becomes more active. 2) It is suggested that the students should be actively involved in the teaching learning process of reading comprehension class by using Think-Pair-Share technique. 3) It is suggested that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with the use of Think-Pair-Share technique by using the same or different language skills, different level of the students in similar research design. And hopefully the future researchers more focus on the problem that might be arose from the technique which was not investigated in this research.

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Bos, C. S. and Vaughn, S. 1991. *Strategies for Teaching Students with Learning and Behavior Problems*. 2nd ed. London: Allyn and Bacon. Inc.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Balitbang.
- Iddings, Ana Cristina, D. 2006. *Cooperative Learning and Second Lanuage Teaching*. Cambridge University Press. United State of America.
- Kuliana, I. 2007. *Improving the Students' Reading Comprehension Achievement by Using Think-Pair-Share at the Tenth Grade of SMAN 1 Kalisat Jember in the 2007/2008 Academic Year*. (Unpublished S1 Thesis)
- Lyman, F. 1981. *Strategies for Reading Comprehension*. Available at: http://www.teachervision.fen.com/group_work/cooperativelarning/48547.html. (Retrieved on November 06, 2011)
- Lyman, F. 2005. *Appendix. Description of Exemplary Techniques and Methods. Think/Pair/Share*. Available at <http://www.users.muohio.edu/shermalu/area91AA.html>. (Retrieved on November 06, 2011)
- McMillan, L. H. 1992. *Education Research: Fundamentals for Consumers*. New York: Harper Collins Publisher.
- Sudijono, A. 1998. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo.
- Suhartoyo, E. 2007. *The Effect of TPS Model in Cooperative Learning on the Writing Achievement of the Second Years of SMAN 1 Arjasa in the 2006/2007 Academic Year*. Jember: Jember University (Unpublished S1 Thesis)