

## THINK PAIR SHARE TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION

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### Abstract

*In preliminary study, reading comprehension of tenth grade of SMK Asy-Syafaah Jember needs improvement. The researcher found that the student of tenth grade had difficulties in reading comprehension. The objective of this research is to describe how the implementation of Think Pair Share technique could improve the students' reading comprehension. The researcher applied this technique to make the students active in teaching learning process through pairing discussion and sharing with their classmates. The material of this research was recount text. The researcher used Classroom Action Research (CAR) method. This research was carried out in one cycle. There were significant improvements of the students score after using this technique. On the preliminary study there were 23% (3 of students) who reached the passing grade. However, in cycle 1 there were 77% (10 students) who got the score above the passing grade. Besides, students were more active and could enjoy the class. Hence, by discussing with a group, it motivated them to learn and the students were eager competing to share the right answer in the whole class. It means that the implementation of Think Pair Share technique could improve the students' reading comprehension of recount text.*

**Keywords:** Reading comprehension, think pair share, recount text

### 1. Introduction

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Janette et al, 2007). Besides, reading comprehension means interacting and constructing meaning from the text (Indrayani, 2013). Hence, reading comprehension is not only some activities of translating words and read the text

by correct pronunciation, but also it dealing with comprehends the text. On the other hand, reading comprehension involves much more than readers' responses to the text. It means the readers not only focus on understanding the content but also focus on understanding the message of the text that including general information and specific information of the text.

Based on the interview and observation, the researcher found that the students got difficulties in vocabulary mastery, comprehending the text, and lack of motivation. The students had not memorized many vocabularies and they were lack in vocabulary mastery. Whereas, the dictionary is very important to get some vocabularies and translating the text. By translating the text it would make the students easier know what they read. The students could not comprehend the text well included determining the main idea of the text, the purpose of the text and generic structure of the text. The students need an interesting technique in reading class to make them more active during the teaching reading process. Think Pair Share technique was suitable technique to solve the students' difficulties in reading comprehension.

Think pair share technique is a simple learning technique where when the teacher delivers a lesson in class, students sit in pairs between their teams to answer assigned questions (Vidya, et. Al, 2019). Besides, it is effective way to make various atmospheres in the classroom discussion (Ashman, 2003). This technique could make students more active in teaching-learning process by pairing and discussing with their friend in the class. On the other hand, this technique is more interesting and fun. It became an effective way to make a discussion class. Assuming that discussion requires setting and controlling the class as a whole, and the steps used in Think Pair Share give students more time to think about giving ideas and exchanging ideas. According to Bouvhard (2005), the purpose of Think Pair Share technique is to provide students with a multimode discussion cycle that gives them time to think, share thoughts with partner, and then share those thoughts with the class. There are several steps in Think Pair Share technique namely; thinking, pairing and sharing.

There were several studies have been conducted by applying Think Pair Share technique. The first one belongs to Riska Anastasia Sari with the title "Improving Students' reading skill by TPS (A Classroom Action Research at the First Grade of SMPN 8 Surakarta in Academic Year 2011/2012)". In her thesis focused on reading skill and her research used a procedure text. Besides, the object of her research was the students' of first grade of junior high school and the research method was classroom action research. In addition, Intaniya Fathanty Lukman, in her thesis "The Effectiveness of Think-Pair-Share Technique toward Students Ability in Writing Descriptive Text At The Eighth Grade Students of SMP Negeri 3 Sinjai". In her thesis used a quantitative method and

focus of the students' writing. On the other hand, Vivi Vitasari in her thesis, "Teaching and Learning Speaking Through Think-Pair-Share Technique Method At The First Semester of The Eight Grade of SMP Negeri 1 Tanjung Sari South Lampung In 2015/2016 Academic Year". In her research, the researcher used a qualitative and the method and subject of the research was teaching learning speaking through think pair share. The last previous study was from Sahrin Sapsuha and Riki Bugis in their journal, "Think Pair Share technique to Improve Students' Reading Comprehension". In their journal used a quantitative as the research method. Besides, the aimed of the research was to find out whether the use of Think Pair Share technique has many different significant improvement of students' reading comprehension but the aimed of this research to improve the students' reading comprehension by implementing Think Pair Share technique.

The distinguish of this research with the four previous research above, the researcher focused to improve students' reading comprehension by implementing think pair share technique using classroom action research. The aspect of reading comprehension that would be evaluated were the topic of content, main idea, general information, specific information, synonym and antonym, so this research is more specific in some aspects of reading comprehension.

The purpose of this research is to describe how the implementation of Think Pair Share technique can improve the students' reading comprehension of tenth grade at SMK Asy-Syafa'ah Jember. The result of this research is the implementation of Think Pair Share technique was success to improve the students' reading comprehension. Besides, Think Pair Share Technique could make the students more active in teaching learning process.

## **2. Method**

The design of this research was classroom action research. In this research the researcher used a purposive method. The subjects of this research were the students of tenth grade of SMK Asy-Syafa'ah. The class had 13 students. The subject was chosen because students in this class had problems in reading comprehension. It could be known based on the interview with English teacher and observation in the class. In the primary data the researcher collected the data through reading comprehension test. In this research, the researcher used a multiple choice test that included 3 recount texts with 25 questions. The indicator questions in reading comprehension included the topic of the text, main idea, general information, specific information, synonym and antonym.

In the secondary data, the researcher used semi-structure interview. The researcher interviewed the English teacher and the students of tenth grade. The purpose of the interview was to support the data about the students' reading comprehension.

The researcher also observed the students of tenth grade during the teaching learning process in the class and document review in this research consisted of the name of students, the total number of students, and student's score before implementing this technique.

Data analysis in this research is a way to analyze the result of the data. The collected data was students' reading test score in every cycle. In this research, the research would be successful if the research objective indicator was reached. The criteria of success in this research is the number of students who reached the minimum score (70) is equal to or higher than 70% of total students in this research. Besides, validity data of this research used content validity.

### **3. Findings and Discussion**

When the researcher implemented Think Pair Share technique in the class, the students had gained a good response. Think Pair Share technique created the different situation in the class because it could make the students more active in learning process. This is in line with Robyn M, he stipulated that Think Pair Share technique is an effective way to make various atmospheres in the classroom discussion (Ashman, 2003). The students were comfortable by having partner in a pairs and they more enthusiastic to comprehend the text with their partner. Every student participated in activities in the class. They were active and able to share their opinion with groups. On the other hand, the students were eager competing to show the right answer in the class. They felt motivated to learn when they enjoyed in learning process in the class. It related to Cathy Allen Salmon statement that one of the advantages of Think Pair Share technique were developing skills in small group discussion and the students were motivated to learn as they enjoy the socializing component (Simon, 2020).

There was improvement on the students reading comprehension score. Think Pair Share technique could make the students active in the class discussion. The students motivated to eager competing to show the right answer in the class. They were enthusiastic and felt comfortable to share their opinion in the whole class. The students also comprehended the text easily because they could discuss together with their pairs.

Based on the data of the preliminary study, the students' score before implementing this technique was 23% or only 3 students who reach the passing grades. It could be seen from the data by English teacher. The result of reading comprehension before implementing this technique and after implementing this technique, the score in cycle one was below:

**Table 1.** Students' Score

<b>No.</b>	<b>Score Before Implementing The strategy</b>	<b>Score After Implementing The Strategy</b>
1	68	76
2	68	72
3	40	44
4	70	88
5	60	76
6	58	72
7	70	92
8	63	76
9	65	80
10	60	68
11	70	84
12	60	72
13	55	68
Total	807	968
Minimum	70	92
Maximum	40	44

From the students' score before and after implementing this technique, we can see that there are significant improvements in students' reading score. The mean of students score after implementing this technique was 74,4. It means the implementation of Think Pair Share technique in cycle one was success. The students' average score had improved the students' reading comprehension after implementing Think Pair Share technique. Besides, after knowing about the average score of students, the researcher calculated the percentage of students who reached the minimum standard score. The percentage of students who got the minimum score was 77% (10) students who got the minimum score or achieve the criteria of success. Meanwhile the students who did not got the minimum score were only 3 students.

In this research, this technique was implemented in one cycle. The findings of the researcher, the Think Pair Share technique was successful to improve the students' reading comprehension and it was proven by increasing the students mean score and students percentage which got the minimum score.

#### 4. Conclusion

Think Pair Share technique could make the students active in the class discussion. The students motivated to eager competing to show the right answer in the class. They were enthusiastic and felt comfortable to share their opinion in the whole class. The students also comprehended the text easily because they could discuss together with their pairs. Besides, there were 10 students or 77% students who achieved the minimum score. It means, there was improvement on the students reading comprehension score. From the result above, it can be concluded that Think Pair Share technique could improve the students' reading comprehension and this research was considered. The researcher also gave suggestion for English teacher to increase the students' interest in reading comprehension by applying Think Pair Share technique or other technique that could help the students be active and enjoy the class. The researcher also gave suggestion for the further researcher to develop their research with new innovation such as the implementing Think Pair Share technique with different skill.

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