

IMPROVING STUDENTS' READING ACHIEVEMENT BY USING THINK-PAIR-SHARE

Lailatus Sa'adah

Universitas Kapuas Sintang, Jalan Oevang Oeray No.92 Sintang

Abstract

This research aimed to find out how Think-Pair-Share technique can improve students' achievement in reading comprehension. It used Classroom Action Research (CAR) and conducted two cycles, where each cycle consisted of four meetings. The subjects are 17 students of XI grade which consists of 7 males and 10 females. The instrument for collecting data were reading comprehension test, observation sheets, and interview sheet. Based on reading comprehension score, students' score kept improving in every test. In preliminary study the mean score was 34.1, in cycle I the mean score was 73.82, in cycle II the mean score was 89.41. Based on observation sheets and interview sheet, it was found that teaching and learning process ran well. Students were active and interested in reading comprehension. The result of the research showed that Think-Pair-Share can improve students' achievement in reading comprehension.

Key words: *Reading, Teaching Technique, Think-Pair-Share.*

Introduction

Nowadays, it is widely believed that English is one of important subject that must be taken by the student in the school. They have to face it from elementary school until senior high school. In the first place, the curriculum of education in Indonesia forces the student to master four basic skills of English, namely: listening, reading, speaking, and writing. As a result, students from senior high school have to improve their four skills to pass the academic demand. Despite four skills that student has to master in studying English, they just have to master the important skill which covers all of the skills.

Reading is one of skills that students must be expert enough. Due to this condition the student will have difficulties to acquire the knowledge if they cannot read. According to Burhan (2012: 9), reading is a physical and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. Dealing with it, Cline et.al (2006: 2), states that reading is decoding and understanding written texts. In addition, we can conclude that the main goal of reading is a process of comprehending written texts. In senior high school, students do not ask just to read the text, but they also need to comprehend the text as well. They are expected to comprehend complex information from the text, because when they have ability to comprehend the text well it will help student success in learning.

Based on the researcher experience in teaching high school students, the researcher observed that the process of comprehending a reading text was a serious problem for them. It is proven by the average of reading comprehension

score in the preliminary study was 43,1. The score is considered very low. This problem happen might be caused by several factors. First, students do not have motivation to study. The students are reluctant to study when the teacher wants to start the lesson. They looked like a sleepy-tired student. Moreover, the students are lack of the vocabulary. The students have a difficulty to catch the meaning of some text because they do not know the meaning of some vocabulary that had already taught by the teacher. Besides, the reading teaching and learning activity is more teacher-centered. Students learning activities is based on what the teacher told. In addition, the reading teaching and learning process is sometimes boring, student do not have motivation to read and comprehend the text and sometimes they just keep silent and sleep in the class when the study is being held. Furthermore, due to those problem, the teacher needs to find a good model of teaching which use to improve student achievement in comprehending the reading text. One of the models which is good for improving student activity that can build they motivation to study is Think-Pair-Share.

Think-Pair-Share is one of cooperative learning that makes the student more active in the class. This activity involves pairs or small groups. Think-Pair-Share is a cooperative learning strategy developed by Frank Lyman (1981). Think-Pair-Share involves a three step that students have to follow. In the first step, the students have to think individually about the topic that teacher give. Then, they have to choose a partner to exchange their thoughts. The last step, the pairs share their thought with others.

Based on the explanation above, the researcher conducted a study about improving students' achievement in reading comprehension through Think-Pair-Share technique in order to discover if student performance, in reading comprehension, increase.

Teaching Technique

Teaching is the process of transferring knowledge done by the teacher to make the students understand about the materials. According to Brown (2000: 16), "Technique is any of a wide variety of exercise, activities, or devices used in the language classroom for realizing lesson objectives." Teaching technique is some activities that used for making the learning process more active and help the teacher to manage the classroom. By many kinds of technique used by the teacher, students will be interested in learning new material. Technique that used by the teacher must be proper with the target of learning.

Technique is superordinate term to refer to various activities that either teacher or learners perform in the classroom. In other word techniques include all task and activities (Anthony in Brown, 2000). In using some techniques both of teacher and students have to take part in the learning process. Teaching learning process can be called success if both of the teacher and the students enjoy the teaching learning process. To make that real the teacher should master kinds of teaching technique to deliver the material to the students.

Think-Pair-Share

Think-pair-share specifically is a class activity that uses the teaching technique of cooperative learning. Think-pair-share involves three steps structure that the students must follow. During the first step, which is think, individuals think silently about a question posed by the teacher. Individuals are then asked either to choose a partner or are given one (pair) during the second step, and together they exchange thoughts. In the third step, the pairs share (share) their responses with other pairs, other teams, or the entire group. Here the teacher might ask the pair of students to get with another pair and they should all take two minutes to share their predictions with one another.

In past research it has been found to have positive effects on student reading comprehension. According to Carss (2007), after implementing the think-Pair-Share technique, it had positive effects in reading achievement, especially for those students reading above their chronological age. Think-Pair-Share also seemed to have positive effects on aspects of oral language use, thinking, met cognitive awareness, and the development of

reading comprehension strategies (Carss, 2007). Students need opportunities to practice appropriate social interactions and Think-Pair-Share allows them to do that.

Reading skill

Reading as one of the basic skills in English is not simply translated word per word but need to be acquired during language course. However, it appears to be neglected by some English learners. They tend to treat it simply as a supplementary skill. The ability to comprehend something from reading materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing their ability.

Ashoor and Hawamdeh (2007: 23) state that reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. It is one of the most important academic skills. Besides, it is a major pillar upon which the teaching/learning process is built. The reading ability plays a central role in the teaching/learning success at all educational stages.

Brasell (2008:20) states that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. It illustrates how readers can show they understand what they read.

Klingner (2007:8) states that reading comprehension involves much more than reader's responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text itself.

Method

According to Ary (2010), research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting. In addition, Ary (2010) stated, quantitative research deal with question of relationship, cause and effect, or current status that researcher can answer by gathering and statistically analyzing numeric data. The research design used in this research is Classroom Action Research (CAR) since the researcher tried to improve students' reading achievement. According to Latief (2010:81-82), the goal of Classroom Action Research is to improve the quality of the practice of teaching and learning in a certain class by using a creative and innovative way. Therefore, the researcher used Think-Pair-Share technique to improve students' reading achievement.

Finding Before Implementing the Classroom Action Research

The preliminary study was done to find the problems faced by students in reading comprehension. It was conducted in one meeting for both questionnaire and the test. The questionnaire consists of 5 questions of multiple choices. The questionnaire are distributed to know the students' attitude in reading class.

the researcher finds out that students do not have motivation to study. The students are reluctant to study when the teacher wants to start the lesson. Moreover, the students are lack of the vocabulary. The students have a difficulty to catch the meaning of some text because they do not know the meaning of some vocabulary that had already taught by the teacher. Besides, the reading teaching and learning activity is more teacher-centered. Students learning activities is based on what the teacher told. In addition, the reading teaching and learning process is sometimes boring, student do not have motivation to read and comprehend the text and sometimes they just keep silent and sleep in the class when the study is being held.

Cycle 1

After teaching learning process at Cycle 1, the researcher and the observer discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students' participation were still low, because they did not pay attention and for active students, they were ashamed to share the answer orally. As the result, some groups did not accomplish their task on time.

In addition, based on the result of the test I, there was an improvement in cycle I, the average of the test increased become 73,82. However, still there were two students who did not passed the passing grade. That is why the researcher had to develop another action.

Cycle II

For the second cycle, the researcher rearrange the lesson plan based on the reflecting phase in the first cycle. For this planning, the type of the text were changed into narrative text. It was hoped that the students can be more active in teaching learning process. In addition, it was expected to improve their understanding in the reading text in which contained the main idea, the supporting details, and the topic about narrative text through Think-Pair-Share technique.

From the reflecting phase, based on the result of acting and observing toward teaching learning process in this cycle, the researcher were satisfied because the students' reading comprehension was increase. There were many

improvements after applying the second action of CAR.

Conclusion

Viewing the result of the classroom action research, it can be concluded that Think-Pair-Share technique could improve students' reading comprehension skill. However, both of the teacher and the students should work cooperatively. Moreover, it is a need for a teacher to find an appropriate strategy to teach reading.

References

- Ary, Donald. 2010. *Introduction to Research in Education*. Canada: Nelson Education, Ltd.
- Ashoor, R.O, and Hawamdeh, M.F. (2007), *Method of Teaching Arabic: Theory through application*
- Brasell, Danny. 2008. *Comprehension That Work*. Hunting Beach: Shell Education.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Longman.
- Burhan. 2012. *Definition of Reading According to some Experts – General Concept of Reading*. Retrieved from <http://soal dan kunci jawaban blogger pekolangan.blogspot.com/2013/04/definisi-of-reading-according-to-some.html>.
- Carss, W. 1997. *The effects of using think-pair-share on guided reading*. Retrieved from <http://adt.waikato.ac.nz/uploads/approved/adt-ouw20070323.153003/public/01front.pdf>.
- Cline. 2006. *Definition of Reading*. Retrieved from (<http://www.ukessays.com/essays/languages/definition-ofreading.php>).
- Klingner, Janeth. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.
- Latief, M.A. 2010. *Tanya Jawab Metode Penelitian Pembelajaran Bahasa (1st ed)*. Malang: Universitas Negeri Malang Press.
- Lyman, Frank. 1981. *Strategies for Reading Comprehension. Think-pair-share*. Retrieved December 7, 2007, from <http://www.readingquest.org/start/tps.html>.