ARTICLE

THE EFFECT OF THINK PAIR SHARE ON READING COMPREHENSION OF THE SECOND GRADE STUDENTS OF SMPN 2 PAPAR ACADEMIC YEAR 2016-2017

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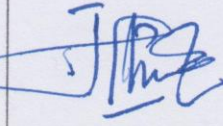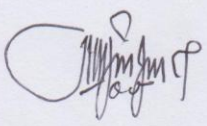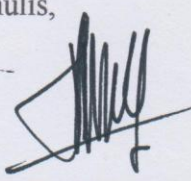**2017**

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ABSTRACT

Reading isone of important skills in English. In Addition, students should master reading comprehension. But many students still find difficulties in comprehending the text so their reading score is bad. This problem is caused by teaching technique applied by the teacher who uses traditional way so it makes students' low motivation in reading comprehension. This problem can be solved by using Think Pair Share. Think Pair Share is beneficial for reviewing and integrating subject matter. So it can increase students' motivation in reading comprehension. The purpose of this research to know the effect of Think Pair Share before and after being taught using Think Pair Share, and the last is finding out an effect of Think Pair Share on students' reading comprehension. The research design of this research was pre-experimental research design by using one group pre-test post-test. The participants of the study were eight grade students of SMPN 2Papar . It consisted of 33 students.The result of the research showed that students' reading comprehension increased after being taught using think pair share. It could be seen that the mean of post-test (78,03) is higher than pre-test (71,51) then the result of the data analysis that being computed by the t-score is (7,14). It could be concluded that *t-test* is higher than *t-table* (7,14> 2,042). It means Ho is rejected and Ha is accepted. So, the conclusion is, there is significant effect of Think Pair Share on students Reading Comprehension

Key Word : Reading , Reading Comprehension,Think Pair Share

I. BACKGROUND

English learning has to focus on the four languages skills. They are reading, listening, speaking and writing. From those four skills, reading is the skill that needs more consideration. Broughton et al (2003:90) state that reading is essentially an intellectual skill this is the ability to correlate the black marks on the paper by way of the formal elements of language, they can say the words as sound, with meanings which those words symbolize. It was pointed out that reading involved correlating elements of language with meaning. The familiar off all elements of language are words and it must be quiet clear that part involved in understanding a text is understanding the meaning of individual words in that text. Reading is about understanding written texts. It is a complex activity that involves both perception and thought.

Based on those definitions above, it can be concluded that reading is one of the main skills that must be mastered by students to have a language competence because the success of learning any subject matter depends on the competence of reading. Students who like reading will gain new knowledge and insights that will increase their intelligence.Students should master reading comprehension, because reading comprehension is one of important English aspects. For most of students it is the most important skill to master in order to ensure success in learning.

In addition, the goal of reading is comprehension. Nunan (1989:33) state that comprehension is ability to understand or generate meaning of the text or to connect the message of the text to background knowledge. To be able to comprehend a text, reader must use appropriate reading skills.

Based on the definition of theories above, it can be concluded that reading comprehension is receptive language process and thinking process through meaningful interpretation of printed or written verbal symbol including understanding the text. So purposes of reading are getting general information from the text, getting specific information from the text and for pleasure or for interest.

In learning reading comprehension, the students should master some indicators that identifying the purpose of the text or the author, determining the main ideas of a text, determining the explicit information of the text, determining the implicit information of the text, finding word reference in the text, and finding the meaning of words or phrases in the text.

In fact, some students have problems related to master reading skill. First, students have difficulty in understanding the meaning of vocabulary. This is a serious problem because they will not comprehend the text without understanding the meaning of the vocabulary. Some students haven't reached and understood

about the indicators so they cannot comprehend the text, and the students get difficulty to answer the question so their reading score is bad.

Meanwhile, the problems also come from the teacher. The English teacher does not apply specific technique to teach reading. The English teacher only provides the text and questions then teacher asked the students to answer it. This is caused the students often feel bored in the teaching learning process.The researcher knew that problems when the researcher did observation in one of Junior High School.

As the effort to make students' reading comprehension get better, the researcher proposes to use Think Pair Share technique in teaching reading comprehension. Think-Pair-Share is a strategy introduced by Lyman (1981). This is a cooperative learning technique where students think about their response to a prompt or question, then discuss their individual answers in pairs. This is a low-risk technique to get many students actively involved in classes of any size. Using this strategy, all of the students can be involved in the learning process effectively.

Think Pair Share gives the students opportunity to discuss their problem in comprehending a text to another, so they can solved the problem together. Allen

(2007: 107) argues about the advantages of think-pair-shareare provides students with think time prior to discuss, permit for independent and collaborative learning, gives students opportunities to collaborate to refine definitions, gives some more triggers to more equal participation as all students share with one other and then with another pair of students, engages students in active learning.

Think Pair Share is a strategy designed to provide students with "food for thought" one a given topics enabling them to formulate individual ideas share these ideas with another students.

Based on some previous research, it found that think pair share gave significant effect in reading comprehensionand makes the students become active during the teaching learning process.

Based on the explanation above the researcher chooses several indicators in reading comprehension such as identify general information, identify detail and specific information, and the last is identifying meaning of word. The researcher also wants to know whether Think Pair Share has effect to improve students' reading comprehension to the Second Grade Students of SMPN 2 Papar, Kediri in the academic Year 2016/2017".

The researcher use recount text to limited in reading comprehension with

indicators:1) Identifying general information. 2) Identifying specific information. 3) Identifying detail information. 4) Identifying the meaning of word.This research was conducted to know the effect of Think Pair Share before and after being taught using Think Pair Share and to know whether any effect of Think Pair Share on students' reading comprehension.

II. METHOD

The approach applied in this research is quantitative designed usepre experimental research to analyse how is the students' reading comprehension before and after being taught using think pair shareand to know the effect of think pair shareon students' reading comprehension.The instrument in this research is test which consists of pre-test and post-test. The pre-test and post-testwere in the same form of multiple choices that consists of 20 questions about recount textwhich representative of some indicators, such as identify general information, identify detail and specific information, the last is identifying meaning of word.The researcher hopes thetest can draw the difference of students' reading comprehension before and after being taught using think pair share and answer the question of formulation of the problem.

The score of students' reading comprehension before and after being taught using think pair share analyzed using t- test.

This study was held in SMPN 2 Papar Kediri which is located onJl. Raya Minggiran-Papar, Kediri. The researcher decided second grade students of SMPN 2 Paparas populations. Then, the researcher chooses second grade students of VIII-H as the sample of this research that consists of 33 students.

III. FINDING AND CONCLUSION

The finding of the research shows about the students' reading comprehension before being taught using think pair share, after being taught using think pair share and whether there is a significant effect or not think pair share on students' reading comprehension.

The first findingshowsthat the students' reading comprehension after being taught using think pair sharewas increased. It is proven by the mean of post-test (78,03) is higher than the mean of pre-test(71,51). From the result above it can also be concluded that there is asignificant effect of using think pair share on students' reading comprehension.

It is supported by previous research from Sanjani (2014) the result shows think pair share was a helpful and also an

effective technique to use in improving speaking ability.

Based on the qualitative data, applying Think-Pair-Share technique gave the students more chances to speak in English. The students became more confident to speak up English.

They actively participated during the teaching and learning process. These findings were also supported by the result of the students' speaking scores. The mean improved from 58.55 in Cycle I to 77.60 in Cycle II. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, intonation and stress, comprehension, grammar, and vocabulary.

This result is in line with the previous research conducted by Pratiwi (2014) the result showed that the students' reading comprehension and students' involvement in the reading class during teaching-learning process improved by using think-pair-share technique. This technique also improved the students' reading interest. They learnt the materials in the groups easily. It was shown by the students being more active and enthusiastic during the teaching-learning process. They were more confident in reading the text and had more chances in sharing their ideas and knowledge about what they read to the others.

From the result above, the researcher can conclude that the students' reading comprehension before being taught think pair share was low. Then, students' readingcomprehension after being taught using think pair share was increase. From the data that have been analyzed by using statistic analyze, the result of the t-test scores was (7,14) and the t-table was 2,042 (in significant 5%). In other words, the t-score was higher than t-table. It means Ha is accepted and Ho is rejected. Based from the result, the researcher concluded that there was any significant effect of think pair share technique on students' reading comprehension.

Based on the results above the researcher concluded that think pair share has good effect for students' reading comprehension, because this technique can help the students got the better comprehend the text and their reading motivation also increase. Another that, most of the students can answered some questions from the text which consists of some indicators of reading comprehension such us identified general information, specific information, detail information, and the last is finding the difficult word.

In line with the finding above, it means that it confirms the theory proposed by Richards and Rodgers, (2001:195)

which shows that think pair share has some advantages as follow :

1. Opportunities for students to act as resource for each other, thus assuming a more active role in their learning.

2. Students can practice in peer teaching , which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.

3. Each students has practice it in self teaching , which is the most valuable of the entire skill teacher can help them learn.

4. Freedom for teachers to master new professional skills, particularly those emphasizing communication. Students can practice in peer teaching ,which requires that they understand the material at deeper level than students typically do when simply asked to produce an exam.

5. Increased frequency and variety of second language practice through different types of interaction.

Besides, their reading comprehensions are increase, their teamwork and responsibility are increase too.

Therefore, the researcher suggests to the teacher and the students . The teacher should teach the students using think pair share in learning reading because this techniquecan make the students easy to comprehend and answered the task which consists some indicators of reading comprehension.

Think pair share technique can also change the assumption that reading is bored subject to be interesting subject.There are cooperation between the students who has more ability with the student who has less ability. The teacher should be more creative in facilitating the process of teaching learning activity in the classroom.

For other researchers, the researcher suggest that Think pair share can be applied to another text type. The researcher hopes that the text researchers can prepare everything as good as possible in doing research and can follow up this research.

Hopefully, it can make the students are enjoy the teaching learning process. The students should be active in teaching learning process especially in reading class. Then, the students should be read English material not only inside class but they should be read outside class too, so their Englishskills increase especially in reading comprehension.

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