

ARTICLE

**THE INFUENCE OF THINK-PAIR-SHARE TECHNIQUE ON
THE READING COMPREHENSION OF FIRST YEAR
STUDENTS AT SMAN 3 KEDIRI IN ACADEMIC YEAR
2017/2018**



By:

TIYA ATTISTAGENA

14.1.01.08.0103

Advisors:

- 1. Dr. Diani Nurhajati, M.Pd.**
- 2. Lina Mariana, S.S., M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2018**

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2018

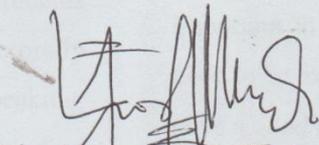
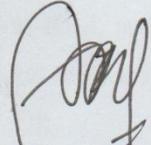
Yang bertanda tangan di bawah ini:

Nama Lengkap : Tiya Attistagena
NPM : 14.1.01.08.0103
Telepon/HP : 085784232894
Alamat Surel (Email) : attistagena@gmail.com
Judul Artikel : THE INFLUENCE OF THINK-PAIR-SHARE
TECHNIQUE ON THE READING
COMPREHENSION OF FIRST YEAR STUDENTS AT
SMAN 3 KEDIRI IN ACADEMIC YEAR 2017/2018
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nisantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Achmad Dahlan No. 76

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 15.. Agustus. 2018
Pembimbing I  Dr. Diani Nurhajati, M.Pd. NIDN. 0711126302	Pembimbing II  Lina Mariana, S.S., M.Pd. NIDN. 0710097401	Penulis,  Tiya Attistagena NPM. 14.1.01.08.0103

THE INFLUENCE OF THINK-PAIR-SHARE TECHNIQUE ON THE READING COMPREHENSION OF FIRST YEAR STUDENTS AT SMAN 3 KEDIRI IN ACADEMIC YEAR 2017/2018

Tiya Attistagena
14.1.01.08.0103
FKIP – Pendidikan Bahasa Inggris
attistagena@gmail.com

Dr.Diani Nurhajati, M.Pd.
Lina Mariana, S.S., M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

This research investigates using Think-Pair-Share technique in teaching reading comprehension. It is an experimental research at the tenth grade students of SMAN 3 Kediri. Based on main problem, this research aimed to find out the influence of Think-Pair-Share technique on the students reading comprehension. This research approach was quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The subject of the research was the tenth grade students of SMAN 3 Kediri in academic year 2017/2018. The sample of the research was class X MIPA 6 consisting of 33 students. The researcher used test as the instrument to collect the data. The result shows the students' reading comprehension increased after being taught using Think-Pair-Share. It was proven by the mean after being taught using Think-Pair-Share (86,21) was higher than the mean score before being taught using Think-Pair-Share (73,79). The result reports that the *t-test* was higher than *t-table* ($14,683 > 2,042$) it means that H_0 was rejected and H_a was accepted. From the finding above, it can be concluded that Think-Pair-Share was significantly influence in reading comprehension. The researcher suggests to the English teachers to teach the students using Think-Pair-Share because it was suitable technique which makes the students more easy to comprehend the text in pairs.

KEYWORDS: Teaching Reading Comprehension, Think-Pair-Share Technique.

I. BACKGROUND

In teaching English subject there are 4 skills that should be taught to help students in order that they can communicate orally and written. They are listening, speaking, reading and writing. Reading is a kind of activity to comprehend a writer's idea or the way the writer communicates with the

readers by way of the written or printed words. The reading skill becomes very important in education field, and students need to be exercised and trained in order to have a good reading skill.

Teaching reading is guiding the students to make them easy to understand the information in the text of what they have read. Brown (2000: 7) said that

teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Thus, in teaching reading teachers train students in order to have reading skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. When they read the texts and must comprehend in entirety.

A major goal of teaching reading comprehension is to help students develop the knowledge, skill and experiences they must have if they become competent readers. Guide students to make them easy to comprehend the text entirely and the important one is to make the students finding the information of the text easily and clearly.

The teacher can build comprehension through the teaching of comprehension strategies, methods and environments that support and understanding the text. It is important for teachers to teach students active strategies and skills to help them become active and purposeful readers. So they enjoy learning and they can improve their reading skill. Collins & O'Brien (2003: 4) state:

“Student-Centered instruction (SCI) is an instructional approach in which students influence the content, activities, materials and pace of learning. This learning model places the students (learner) in the center of

the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively.”

The statement of Collins & O'Brien was supported by Duffy's statement that to motivate students to read, teachers must do two things: First, teachers must have a vision of what the main thing is in reading; Second, teachers must create tasks or activities that give students experience doing the main thing (Duffy, 2009: 7).

The idea of Duffy is in line with the standart processin 2013 Curriculum,there are several perfection of mindsets in at senior high school level, one of them is “*Pola pembelajaran yang berpusat pada guru menjadi pembelajaran berpusat pada peserta didik. Peserta didik harus memiliki pilihan-pilihan terhadap materi yang dipelajari untuk memiliki kompetensi yang sama.*”From those statements, it can be said that in curriculum 2013 the process of learning is students centered learning (SCL) or Student Centered Instruction (SCI) which moves students from passive receivers of information to active participants in their own discovery process. Based on standart content and basic competence, the process of learning at senior high school in English subject, students are expected to have competence in understanding and creating some text

such as procedures, descriptive, recount, narrative, report, news items, analytical expositions, hortatory expositions, spoofs, explanations, discussion, review, public speaking.

There are some approach have been used in classroom alternately. Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.

In cooperative learning there are some techniques. One of them is Think-Pair-Share. This technique is suitable in Student-Centered Learning (SCL) in which the learning process centered on students.

The strategy of Think-Pair-Share is designed to foster short class discussions. Pairs share what they have discussed with the entire class. Other students can then respond to what is said or they can share what they discussed with their own partners. This technique definitely make students active because the learning process centered on the students and the teacher is guiding, giving instruction and monitoring the learning process.

The previous study by Jannah (2013) shows that especially at Senior high school that Think-Pair-Share technique is effective in learning process of theoretical course, in the development of critical thinking process of students. In Think-Pair-Share, the students enjoyed from time to time getting away from the usual pattern of reading the story or article aloud at sight. The other research is from Listiani (2014) which findings significantly proved that the attitude and the learning motivation changed and heightened positively. She also pointed out that the subjects under study also have increased motivation in reading comprehension. It clearly suggested that teaching reading comprehension through Think Pair Share technique could make the students become active and significantly improve their reading comprehension.

There are many problems in reading comprehension, the first is the student still confused to find out main idea, topic, reference and inference of the text. Second, they are often feels bored when they read to find and understand the paragraphs, sentences or even words, and easily to forget the material. According to Harvey, Richard and Perini: (2007: 71) “Students’ failures to learn are failures to recognize when their learning process has been sidetracked by those aspects of the content that are invisible (abstract), confusable (easily mixed up with other concepts), and neglect able (easy to overlook)”. To increase the skill in reading comprehension the teacher should improve his/her ability in teaching reading. In teaching reading, the teacher has to know the learners condition during teaching learning activity, whether they are bored, enjoy, passive or active in the class. The teacher should create a comfortable classroom condition to keep the learners’ motivation in learning. It is supported by Harmer (2001: 51) “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.”

Based on the explanation above, the problems of the study can be formulated as follows:

1. How is the reading ability before being taught using Think-Pair-

Share technique to first year students of SMAN 3 Kediri?

2. How is the reading ability after being taught using Think-Pair-Share technique to first year students of SMAN 3 Kediri?
3. Does Think-Pair-Share technique influence significantly to the reading ability to the first year students of SMAN 3 Kediri?

II. METHODS

The approach of this research is quantitative research and the technique that being used by the researcher is experimental research especially the pre-experimental design mainly using one-group pre-test post-test. This research was carried out in SMAN 3 Kediri. Therefore the researcher chose X MIPA 6 class consists of 33 students as the sample of the research. this research was conducted since November to May. For the sampling technique, the researcher used cluster sampling to determine the sample of the research.

In this research, the researcher used the instrument to collect the data. The instrument is created to know reading ability of the students before and after being taught using Think-Pair-Share. Here, the instrument used to get the data is test.

Test is a method of measuring a person's ability, knowledge, or performance in a given method (Brown. 2004 : 3). The researcher chooses interactive reading as one of the types of reading. She used one type of test to collect the data, and it was multiple choices.

Reading test consists of 20 items as the representative of the objectives of reading in senior high school level. For each number of the test, it consists of four options and students must choose the correct answer. In both tests, pre-test and post-test are the same kind of test it is narrative text. The same kind of test hoped can draw the difference of students' reading comprehension before and after being taught using Think-Pair-Share.

The research was conducted two days, first day for pre-test and the next day for treatment and post-test. There are three steps of the data collection as follows: Pre-test, In this section the researcher gave the students several items of multiple choices and ask them to answer the question. It is used to know the students reading ability before giving them Think-Pair-Share technique. Treatment, the researcher introduced the topic using Think-Pair-Share technique to the students briefly. Post-test, After the researcher gave the treatment, the students are given post test by several items of multiple choices. It is

used to know how far the influence of Think-Pair-Share technique to the students reading comprehension, whether the result remains same or improves.

After all of process have finished, the researcher correct and give a score to the students answer. After that, the researcher analyses the student score using statistic analysis to prove the hypothesis about the influence of Think-Pair-Share technique to the students reading ability in SMAN 3 Kediri.

III. FINDING AND DISCUSSION

The result of the students' reading comprehension after being taught using Think-Pair-Share shows that the students' score who passed the test were higher than the students' score who didn't pass the test. It was also supported by the mean score of post-test was higher than the mean of pre-test. It means that the students' reading comprehension after being taught using Think-Pair-Share was increasing. From the data that have been analyzed by using SPSS version 21, it shows that there was a significant influence of Think-Pair-Share technique on the reading comprehension of first year students' at SMAN 3 Kediri. The result of the t-test scores was (14,683) is higher than t-table in the level of significance 5% (2,042) and P value t-test

is lower than level of significance of 5% ($0,000 < 0,05$).

In other words, the t-score was higher than t-table. It means H_a is accepted and H_o is rejected. Based from the result, the researcher concluded that there was a significant influence of Think-Pair-Share technique on students' reading comprehension.

Cooperative learning model with Think-Pair-Share technique can guide students to be more active when teaching learning activities take place as well as the implementation process structured. The previous research, based on Listiani (2014) state that "The findings of the present classroom action study were in line with the existing research findings, which have discovered learning reading comprehension especially in narrative text through Think Pair Share technique was significantly effective and gave significance improvement to the students' ability in reading comprehension was gradually improved."

After analyzing the result of the research, she got the data about students' reading comprehension before being taught using Think-Pair-Share, the result shown the students who can not passed the test were higher than the students who passed the test. It is supported by the mean score of pre-test was lower than the mean of

post-test. It means that the students' reading comprehension before being taught Think-Pair-Share was low.

One of efficient ways to solve the case above was the explicit teaching reading strategies or technique for students. Understanding teaching technique to the reading materials to get amount of information from the reading text, students need the teaching technique in reading to overcome the problems of reading process. In this case the researcher used think-Pair-Share technique in teaching reading. She found that the students' reading comprehension after being taught using Think-Pair-Share technique is increasing. It is supported by Ardhian (2013) explains, *Teknik TPS (Think-Pair-Share) dapat meningkatkan kemampuan membaca siswa. Hal itu terbukti dari nilai siswa yang bisa mencapai KKM (Kriteria Ketuntasan Minimal). Selain itu, siswa juga menyukai teknik ini karena TPS (Think-Pair-Share) teknik bisa mengakomodasi karakter siswa yang menyukai belajar dengan melibatkan gerak fisik.*

IV. CONCLUSION

Based on the results above the researcher concludes that Think-Pair-Share is suitable for students' reading

comprehension, because this technique can help the students get the better comprehend the text in pair. Most of the students could answered some questions which consists of some indicators of reading comprehension such us identify general information, specific information, detail information, find the difficult word, identify moral value of the text, identified generic structure, identified verb in past tense.

There were so many obstacles that faced by the researcher, such as the difficulty when implemented the Think-Pair-Share technique, because the students still confused about the steps of Think-Pair-Share. Then, it is difficult for the researcher divided the students based on their ability (high, medium, low) because the researcher never teach the students before.

V. BIBLIOGRAPHY

- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching – 4th Edition*. New York: Longman.
- Brown, H. Douglas. 2004. *Language Assessment Principle and Classroom Practices*. London: Longman.
- Collins, O'Brien. 2003. *Investigating Teachers' Views of Student-Centred Learning Approach. International Education Studies; Vol. 7*. Selangor: Canadian Center of Science and Education.
- Departemen Pendidikan Nasional. 2016. *Kurikulum 2016: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan madrasah Aliyah*. Jakarta: Depdiknas.
- Duffy, 2009. *Reading strategy instruction and teacher change: implications for teacher training*. EASA, Vol. 32. Stellenbosch: South African Journal of Education.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Cambridge, Logman.
- Harvey, Silver., Richard, W. Strong., Perini, Matthew J. .2007. *The Strategic Teacher USA: Thoughtful Educational Press*.
- Jannah, Nikmatul. 2013. *The Effectiveness of Think-Pair-Share Technique in Teaching Reading*. JP3, Volume 1, No. 12. Malang: ISSN.
- Kurikulum 2013. Kementerian Pendidikan dan Kebudayaan. Desember 2012. Jakarta
- Listiani, N. K. (2014). *Improving Reading Comprehension Through Think Pair Share at the Eighth Grade Students of SMPN 2 Abiansemal*.
- Ross, J., & Smyth, E. 1995. *Differentiating cooperative learning to meet the needs of gifted learners: A case for transformational leadership*. Journal for the Education of the Gifted, 19, 63–82
- Suseno, Ardhian. 2013. *Using Think-Pair-Share Technique to Improve Students' Reading And Speaking Skill On Procedure Text*. English



Department, Faculty of Letters,
State University of Malang.
Pembimbing: Siti Muniroh, S.Pd.,
M.A.