Think Pair and Share For Junior High School Students' Reading Comprehension

Siti Nurbaya, Wahyuni Fitria[*]

English Education Study Program, Faculty of Education and Teacher Training, Sultan Thaha Saifuddin State Islamic University of Jambi, Jambi-Muaro Bulian St, Km. 16 Simpang Sungai Duren, Jambi Luar Kota, Jambi, 36363, Indonesia

Abstract

The objectives of this study was to find out whether or not there was a significant effect of the using Think-Pair and Share technique at seventh grade students' reading comprehension of Junior High School Satu Atap Bertam. This research was conducted at first grade students of Junior high school Satu Atap Bertam. This school is located in Muaro Jambi, there are two classes of seventh grade students, and this school uses school based curriculum. In conducting the research, the writer used the experimental research, and the design of the experimental research was a quasi-experimental research. The result of the research found two things: First, the writer has computed the two means score by using t -test formula; the value of t-test was higher than the value of t-table. It indicated that there was a different on the students' reading comprehension that was taught by using Think Pair and Share technique. Second, the result of the analysis indicated there was a significant difference between the students' reading comprehension taught by using Think Pair and Share technique and those who were not.

Keywords*: Think-Pair and share technique; reading comprehension*

1. Introduction

Reading is one of the four skills which can be classified into two types; Initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e. g how to read alphabet and combination of letters or simple word), whereas reading comprehension is an activity aimed to understand the message of a particular text. The teaching reading as a foreign language (EFL reading) in Indonesia generally included reading comprehension. So it can be said that reading comprehension is understanding the meaning of a written text.

Reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential, and critical Westwood (2001, p.21). The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of text. For example, he or she can tell you the name of the main character and what he does for a living, because that information is stated explicitly in the text. Reading without comprehending or understanding is not reading, so reading in this part where is able to understand the factual information presented in a passage of the text. Reading comprehension is as the process of stimulant extracting and constructing meaning through interaction involvement with written language Elizabeth (2009). It can simply that reading comprehension is the process of understanding a written text.

Learning reading comprehension is not easy. It does not only know the meaning of words but also identify the rules of language used by the writer to transfer the information. Moreover reading does not only understand the surface meaning of the text but also the purpose of the author's attitude. Reading without comprehending or understanding is not reading, so the students fall in reading because they don't know the meaning of the text, and cause the students get difficulties in comprehending the reading as they read. Otherwise, they will meet a few unknown word, and they do not know the meanings of many words on the passage unless the text. The statement above is supported by UNESCO (Jawa Pos, December 2009), that among the 39 countries in the world. Indonesian is placed of number 38. This may have several factors, one of them is Indonesians were not adjusted reading text or book when the absence the reading culture.

In line with the result of UNESCO report, the result of preliminary research at seventh grade students of junior high school Satu Atap Bertam, the students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of

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[*] corresponding author
email**:** wahyuniifitriaa@gmail.com

the students admitted that they often felt bored when they had to read a text ,especially uninteresting topic text. In the class some of students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercise, and they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. They also often get out from their class when they were learning English in the class. In this case the English teacher has to make the effort to overcome the students' problem by using appropriate method. The teacher should use a method of teaching reading so that students can enjoy and be stimulated in learning English especially reading comprehension. One of them is by using think pair share technique.

The researchers have provided important insights into understanding the rationale of using Think-pair and share in the EFL classroom, as the research concerned how EFL teachers themselves perceive this issue has hardly been discussed. This study attempts to investigate the significant effect of Think-Pair and Share Technique on Students' Reading Comprehension at Seventh Grade students of Junior High School Satu Atap Bertam. It was aimed at identifying how they perceive the educational values in the use of the method at Junior High school.

Advantages and Disadvantages of Think Pair Share in EFL Classroom
a. Advantages of Think Pair Share

There are many advantages of Think Pair Share technique. This technique can help the students to improve their communicative skill by discussing with their classmates. Moreover, they can share their knowledge each other, and it makes their affective aspect improve rapidly. Kagan (2009) mentions some advantages of Think Pair Share method, they are:
1) When students have appropriate '' think time'' the quality of their responses improve.
2) Students are actively engaged in thinking.
3) Thinking becomes more focused when it is discussed with a partner.
4) More critical thinking is retained after a lesson in which students have had opportunity to discuss and reflect on the topic.
5) Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.
6) No specific materials are needed for this method, so it can be easily incorporated into lesson.
7) Building on the ideas of others is an important skill for students to learn.

b. Disadvantages of Think Pair Share
There are some disadvantage of Think-Pair-Share technique

1) Time consuming, it means that when the teacher did not prepare the lesson plans accurately or the students feel confident to work individually better than in group.
2) The teacher hard to assist all the trainer during the discussion since they have so many groups. Because of there are many group in class, some of the teacher hard assist the learner works in group.
3) Can be very noisy, the students work in group, when they discuss the text or the topic they can talk each other can be noise with another students.
4) Puts time pressure on some

Think-Pair-Share always gives the learner a chance to think what their thinking in question which is given by the teacher. Kessler (1992) states that one of advantages of TPS is students have more time, the opportunity to think about their answer before thinking about who they will share with. Low-consensus information, unfamiliar topics, or "higher-order" analysis, synthesis, evaluation and application may require more thinking time than high-consensus information.

The technique is not always perfect, there are some advantages and disadvantages. So, as a teacher should have ability to manage the time, to monitor the students during discussion in pair or group, and make sure that every student is working in a group.

2. Method
In conducting the present study, an experimental research method was used. The researcher applied quasi experimental design and specifically choose non-equivalent (pre-test and post-test) control group design. In this research, there were two groups. Experimental and control groups. Both groups took a pre-test and a post-test. Only the experimental group received the treatment. The experimental group had pre-test, treatment of think-pair share technique and post-test, meanwhile control group had pre-test and post-test only (Creswell: 2003, p.170). It was conducted at first grade students of Junior high school Satu Atap Bertam was selected for this research project. There were 42 eight-grade students from two different classes selected as the subjects of the research. Actually, the reseachers applying the total sampling because the school just have 42 students for the second grade. There were 22 students from class VII A and 20 students from class VIIB. One class was assigned as experimental group and the other as control group.

The researchers have done the experiment in 10 meetings. The samples were given the pretest in the first meeting. The treatment then were given for 8 meetings. The experimental group was taught by using think-pair and share method in reading comprehension. The treatment just focused on the teaching descriptive text as it is a part of material in curriculum used in the school.

Nevertheless, there was not any intervention in the contol group. At the tenth meeting (last meeting) the experimental group and the control group were given the posttest to find out whether the students still kept holding of the materials after the treatment or not.

In collecting the data of students' reading comprehension, the test was utilized. The test was made based on syllabus given by the school. Because of the level of students' comprehension was in literal, so that the researchers made the questions in the form of finding main idea, stated facts, vocabulary, finding details, and scanning for suppoting detail information (Westwood, 2001).

The last, to get more information about the validity of reading comprehension test, the writer used experts` judgment to measure content validity. There were some English lecturers who asked to rate the level of appropriateness and difficulties of test items. They had more than 5 year experiences in teaching English and their TOEFL score were above 500. Besides, since the study focused on scoring the students' reading comprehension with the answer 1 or 0, so that reliability test was taken from Spearman Brown. The result of the test indicates the high consistency of interrater (0.792). Therefore, the instrument was considered valid and could be used to collect the data of the students reading comprehension.

3. Findings & Discussion

After having the posttest, the results of students' reading comprehension in both control and experimental groups were classified into several categories based on Arikunto (2010).

Tabel 1. Score Categories

Score	Category
86-100	Very Good
76-85	Good
56-75	Fair
36-55	Poor
0-35	Very Poor

a. The Result of Pre and Post-Test in the Experimental Class

The average score achieve by experimental class before the intervention was 50.00. Then, the lowest score was in poor interval, because the score was between 56-76 and the highest score was in very good interval that was between 86-100, the researchers checked the result using statistical product and service solution (SPSS) version 22 program. So that, it can be concluded that from 20 students', there were 25% (5)

students' got score between 36-55 (poor), 75% (15) students' got score between 0-35 (very poor). It can be seen in the following diagram:
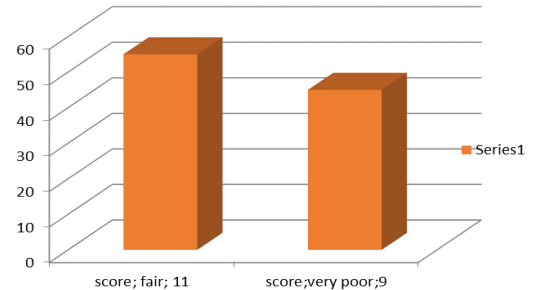
Picture 1. Percentage of Pre test Experimental Class

After giving the treatment, the writer gave post-test to the class to see the improvement of the students' reading comprehension. The average score achieved by this class was 70.00. Then the lowest score was in good interval, because it was between 56-75 score and the highest score was in very good interval, that was between 86- 100 score. To sum up from 20 students' there were 55% (11) students' got score 56-76 (fair), and 45% (9) students' got score 36-55 (poor). The result provide that after the interventions by using Think Pair and Share Method no more students were categorized very good or good. In fact, the mean score differences between pre-test (32.75) and post-test (49.75) in experimental class showed that there were some improvement in after the students' were taught by using Think Pair and Share technique. The completed calculation can be seen in the table frequency below:

Tabel 2. Number of Interval Experimental Class

Class Interval	Frequency	Percentage
36-55	9	45%
56-76	11	55%
Total	20	100

b. The Result of Pre and Post-Test in the Experimental Class

After calculating the pre-test and post-test in experimental class, the writer calculated pre-test and post-test in control class. The control class consisted of 22 students'. The result of pre-test and post-test in control class showed that the average score obtained was 65.00. Then, the lowest score was in fair interval, because it was between 56-75 score and the highest

score was in very good interval, that was between 86-100. Then, the result of pre-test of control class showed that from 22 students' there were 31% (7) students' got score between 36-55 (poor), and 75% (15) students' got score between 0-36 (very poor).

Tabel 3. Pretest in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	1	4.5	4.5	4.5
	15.00	1	4.5	4.5	9.1
	20.00	1	4.5	4.5	13.6
	25.00	3	13.6	13.6	27.3
	30.00	7	31.8	31.8	59.1
	35.00	2	9.1	9.1	68.2
	40.00	5	22.7	22.7	90.9
	45.00	1	4.5	4.5	95.5
	65.00	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

After the teaching and learning process, the researchers calculated the students' post-test. The result of post-test showed that the average score was 60.00. Then the lowest score was in fair interval, because it was between 56-75 score and the highest score was in very good interval, that was between 86-100.

The result of post-test of control class showed that from 22 students', there were 27% (6) students' got score between 36-55 (poor), 73% (16) students' got score between 0-35 (very poor). Moreover, the mean difference between the result of post-test in experimental class (49.75) and post-test (33.18). Thus, it can be said that the treatment applied in experimental class Think Pair and Share Method gave a good effect, the completed calculation can be seen in the figure below:

Tabel 4. The Result of post test

Interval class	Frequency	Percentage
36-55	6	27%
0-35	16	73%
Total	22	100

c. The Analysis of Paired sample T-test in the Experimental Class

The result of the calculation showed that the t score was -4.773.In fact thee t table for 19 samples (df= n-1) was 1.664. Therefore the result of t-test -4.773 indicate that there is significance differences the student score before and after taught by using Think Pair and Share method.

The calculation of pair sample t- test by using SPSS also proved the something. There was a statistically significant improvement in students' reading comprehension. The result can be seen in following table:

Tabel 5. Paired Sample t-test Experimental pretest and post test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test post-test	-17.00000	15.92747	3.56149	-24.45428	-9.54572	-4.773	19	.000

d. The Analysis of Independent Sample T-test

An independent sample t-test was conducted to find out whether or not was significant difference between the experimental and control class after the students' were given the treatment, the calculation of independent sample t-test was used to analyzed the score of post-test in experimental and control class. The result show that t- score was 3.80.

Tabel 6. Independent Sample t-test post test Experimental and Control class

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	4.059	.051	3.852	40	.000	16.56818	4.30079	7.87597	25.26039
	Equal variances not assumed			3.800	35.129	.001	16.56818	4.35968	7.71872	25.41764

Think Pair and Share technique was given as the treatment in this class. Before the treatment conducted in the class, the students were difficult to comprehend a text. After the treatment the students easier to learn English especially in reading comprehension, the students were interested in teaching learning process because students not only read, but also translated, answered the question and the students know what should do when they read a text. This is an appropriate statement by Lyman (1981) Think Pair and Share was to help students to be more active what they already know before they begun a reading. By using this method can help them about the reading. The technique also helps students to organize what they have learned when they finished reading.

Furthermore, based on the results of the study, there are some interpretations that can be drawn. Firstly, the results of the test showed that using think-pair and

share improve students reading comprehension. The finding results show that there is a significant effect of the mean score from 32.75 in the pre-test to 49.75 in the post-test. Beside that, during the treatment the researchers found that the students were more enthusiastic in the teaching and learning process since the students were provided with a step by step procedures of think-pair and share technique.

Think-Pair and Share was interesting for them in learning English because they have not got this method yet, by using Think Pair and Share Method students' got their confidence in reading activity because they do it in pair and they share with their classmate that intact material. Think-Pair and Share was helpful students' in reading activity was easier for the students' to understand the text then they should be read the text by themselves. By using Think Pair and Share Method, they could ask and share their opinions with their group mates when they got problem in reading their texts. Students' could also be involved in teaching learning process by discussing and delivering idea towards the material learned.

To sum up, the use of Think-Pair and Share is believed to overcome and improve students' reading comprehension. Students' more enthusiastic and interested in reading activities. They did not have any difficulties in findig new vocabularies in Bahasa Indonesia and synonym of some words in English, because they were asked to bring dictionary. They were motivated and enthusiastic, it can be seen when the students come to the class, they were not late, and they were in teaching learning process.

4. Conclusion

After conducting the research, some conclusion about the study of the effect of teaching reading by using Think Pair and Share Method were presented. The first, the writer has computed these two means score by using t-test formula, the value of t-test was higher than the value of t- table. It indicated that there was a difference on the students' ability that was taught using Think Pair and Share Method. It means that the effect of using Think Pair and Share for students' reading comprehension at Junior High School Satu Atap Bertam was accepted. The second the result of the analysis indicated there any significant different between students' reading comprehension taught by using Think Pair and Share Method and those who were not, it is proved by the mean score of students' reading comprehension by using Think Pair and Share Method was higher than the mean score of students' reading comprehension ability not using Think Pair and Share Method.

There are several suggestions proposed for the next studies in the similar field as the present research. Firstly, teacher should use Think Pair and Share as the

Method in teaching reading, because it helps students to improve their reading comprehension, otherwise, students' will not get bored in teaching learning process because the students' cant interact and share one other about their material since use Think Pair and Share Method involves. The teacher expected to arrange the teaching learning process well in order so that make students' to be more active and gives well respond to the material.

Secondly, the research under study applied quasi experimental design which employs limited sample and weaker than true experimental design. For that reason, it is suggested for the next researcher on this technique to involve larger samples and to strengthen the design to make the research better. Beside that, It also suggested that the study consider the students' reading comprehension relation to the students' motivation or students' learning style.

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