

**TEACHING READING OF NARATIVE TEXT
THROUGH THINK PAIR SHARE TECHNIQUE AT THE
TENTH GRADE STUDENTS OF SMAN 1 BANJAR
MARGO**

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan dalam kemampuan pemahaman membaca setelah belajar dengan menggunakan teknik “think pair share”. Penelitian ini adalah desain kuantitatif. Sasaran penelitian ini sebanyak 30 siswa. Tes membaca digunakan sebagai alat untuk pengambilan data. Hasil menunjukkan bahwa terdapat perbedaan yang signifikan secara statistik pada kemampuan pemahaman membaca siswa dengan tingkat signifikansi $0.00 < 0.05$. Dapat disarankan bahwa pengajaran membaca menggunakan teknik “think pair share” dapat membantu siswa untuk menemukan informasi pada teks dengan mudah.

Abstract. The aim of this study was to find out whether there was a statistically significant improvement of students’ reading comprehension ability after they were taught through “think pair share” technique. This research was quantitative research. The subjects of this research were 30 students. The reading test was administrated as the instrument of this research. The result showed that there was a statistically significant improvement of the students’ reading comprehension ability at the significant level $0.00 < 0.05$. This suggests that reading through “think pair share” technique facilitates the students to find information of the text easily.

Keywords : think-pair-share technique, reading comprehension, narrative text.

INTRODUCTION

Reading is an interesting language skills. It is known that the ability of reading is necessary to get the knowledge. The purpose of reading is to gather the knowledge and information about the problems/questions faced by the people or something they have not known before. For instance, someone who wants to know about the effect of consuming instant noodle for humans' health, he can read an articles on the internet that contains some information into that catalyst.

Constructing and comprehending the meaning of the text is one of the objectives of reading teaching-learning process for the tenth grade of Senior High School. Therefore, reading is essentially seen as an active activity. In short, it is the same as comprehending a text. All students are supposed to be able to understand the main idea of the text, factual information, explicit and implicit information in the text as well. Reading is the process of constructing meaning from written texts and reading comprehension is the main point of reading.

Considering the purpose of reading, Willis (2008) states that by reading, someone can find the information he/she needs with the specific information. Reading helps the reader to get what they want to know. Additionally, by reading we learn something new which we do not know before. We may learn about the meaning of culture, practice and forms of culture.

In common condition, reading a book, an article, or a passage in English for some students is not an easy work to do. Many students get low score in reading section because it is hard to identify the main idea, specific information, inferences, and the word meaning of the text. Moreover, students who learn English are expected to master every single language skill with reading skill as the main skill. Reading is the main skill that students should master, since in any tests that students faced contains of reading text. There are almost all types of text appear in students final examination even in national examination.

There are some applicable techniques. One of the techniques is Think-pair-share technique. Think Pair Share technique is one of the cooperative learning techniques found by Frank Lyman (1981). Think-pair-share gives the students opportunity to discuss their problem in comprehending a text to another, hence can solve the problem together. There are some researchers who applied Think Pair Share technique in order to increase students' reading comprehension achievement.

Additionally, Ahyarudin (2008) found that Think Pair Share technique could increase the students' reading comprehension achievement. He compared think-pair-share technique (TPS) and Grammar Translation Method (GTM). It was found that the students' score within experimental class which implemented TPS was significantly improved (54.29 to 80.71), while there was no significant increase in the control group that used GTM (55.67 to 61.75 point). Based on his finding, he confidently said that think-pair-share technique was able to increase the students' reading comprehension achievement.

Another opinion was given by Allen (2007: 107). He states that the advantages of Think Pair Share are providing students with think time prior to discuss, permitting for independent and collaborative learning, giving students opportunities to collaborate to refine definitions, giving some more triggers to more equal participation as all students share with one other and then with another pair of students, engaging students in active learning. Supposed if all of the students can get all of those advantages, it will make reading as an enjoying activity. In short, students can obtain the main idea of the text, find the specific information easily, and everything that they need in reading and comprehending the text. If it may be said that it will help their improvement of reading comprehension achievement.

Another research was done by Rohibah (2013). She conducted a research on increasing students' comprehension through TPS technique in procedure text at the first grade of senior high school. She found that teaching reading through Think Pair Share technique can be used to increase students' participation in contributing the group work clearly and has a good positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, students feel that Think Pair Share technique is enjoyable, simplifies the group work assignment and improves responsibility.

The previous researches have investigated about teaching reading through TPS technique in hortatory text, recount text, and procedure text. It seems that the previous researches have not conducted a research in teaching reading through TPS technique in narrative text especially in 2013 curriculum. Considering the problems above and regarding the advantages of think-pair-share above, the researcher was interested to conduct a research entitled "Teaching Reading of Narrative Text Through Thin Pair Share Technique at the Tenth Grade Students."

METHODS

This research was quantitative research in which one-group pretest-posttest design was applied to see the significant difference between before and after the application of Think Pair Share technique. This research was conducted at the first grade of SMAN 1 Banjar Margo, the sample of this research was class X MIPA 1 which consisted of 30 students as the experimental class and X MIPA 2 as the try out class in second semester of 2016/2017 academic year. For the data collection instruments, pretest and posttest of reading were administered. The pretest was conducted for 90 minutes that consisted of 30 items. The posttest was administered after treatments and it also took 90 minutes. The students' scores from pre-test and post-test were analyzed by using t-test of SPSS 17 program. The gained data were analyzed by the repeated measure T-test.

RESULTS

The pretest was conducted on January 17th, 2017 for experimental class in time allocated 45 minutes. The students who practiced in the pretest were 30 students at X MIPA 1. The number of item in the test were 30 with four alternative answer for each (a, b, c, and d), one as the correct answer and the rest were distracters. In the experimental class, the total score of all students were 1711.00 and the mean score of the pretest was 57.0333. The highest score was 100 and the lowest score was 33.

The post test was administered in order to see the students' score of reading comprehension of narrative text after being taught through TPS technique. The pretest was conducted on February 16th, 2017 in experimental class. It shows whether or not there are any increasing. The instrument using post test were the same as pre test yet number was rearranged. From the result, it was found that the total scores of post test in the experimental class is 2108.00. The mean of post test is 70.2667; the highest score is 100.0 and the lowest score is 43.0 and the mode is 70.

Table 1. The Improvement of Each Aspects

Aspects Of Reading	Pretest (%)	Posttest (%)	Increase (%)
Main Idea	67.5	70.4	2.9
Specific Information	47.5	65.8	18.3
Reference	53.4	69.2	15.8
Inference	45.9	62.5	16.6
Vocabulary	66.7	82.3	15.6

From the result above can be seen that the implementation of Think Pair Share can improve all aspects of reading. The aspects of reading that improve the most is Specific Information with increase 18.3%, and the second is Inference with increase 16.6%, then Reference improves 15.8%, followed Vocabulary by 15.6% and Main Idea 2.9%.

Table 2. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-1.32333E1	11.11285	2.02892	-17.38294	-9.08373	6.522	29	.000

Based on the table, it can be seen that the result of t-test shows that t-value is 6.522 and the two tail significance show that $p < 0.05$ ($p = .000$). It can be inferred that H_1 is accepted and H_0 is rejected since $0.000 < 0.05$. In conclusion, there is a significant difference of students' reading comprehension ability of narrative text before using Think Pair Share technique and after using Think Pair Share technique. Thus, the hypothesis is accepted.

DISCUSSIONS

The purpose of the research is to find out whether or not there is any significant improvement of students' reading comprehension after being taught through Think Pair Share technique. The students' score of pretest and posttest were compared to determine students' improvement. The improvement showed that the achievement of the experimental class was at the significant level of $p = 0.000$, $p < 0.05$. It implies that the Think Pair Share technique had a positive effect on students' reading achievement.

On the other hand, the researcher not only analyzed the improvement of the students' reading comprehension achievement, but also included the increase of each aspect of reading comprehension. Therefore, it makes the result of this research deeper and more specific.

In order to find out whether or not there was any significant improvement of students' reading comprehension after being taught through Think Pair Share technique, this research analyzed the data by using Independent Group T-test to measure the data from pretest and posttest scores.

Based on the result of pretest and posttest, it shows that there is an increase in students' reading comprehension. The result of the data that shows on the graphic, it can be seen that there is a significant improvement in students' reading

comprehension after being taught through Think Pair Share technique. After the implementation of Think Pair Share Technique students reading comprehension could improve, since Think-Pair-Share is a technique that combine both between individual learning and also collaborative learning. This technique provided the students the three basic steps that facilitated the students in developing their mind.

In “Think Time”, the students could develop their thinking about the text they got. In this section, they thought about the text and developed their mind by gathering all the information before they go on to the next step. Since they got an unfinished text and they were forced to be able to understand the whole text they in order to get the whole information of the text, so it triggered the students to be active in the next step to obtain the information they needed. This step trained the students to shape their intuition of understanding the text based on their schemata that the teacher already built in the beginning of the treatment, preactivity. As Simanjuntak (1988:3) states that reading is a process of involving the readers in contact and communicates with ideas. It is a skill considered as the best method to obtain information. Moreover, students were helped by following the “Think Time”, since it provided the the students a chance to developing and putting the students with their idea by gathering the information in the text and it forced the student to understand the whole text in order to get a clear information.

Furthermore, this technique also facilitated the students in elaborating their idea with their pair in order to obtain the whole information. The second step, as in Think-Pair-Share known as “pair section”, was providing the students opportunity to elaborate their idea with their pair. Each of the students talked about their idea that they had prepared before in “Think Time”. As Allen (2007) stated that one of the advantages of using TPS is this technique invites equal participation. Each of students will tell the information that she/he has to their pair. In line with the advantage states by the expert, researcher also found that this stage made the students actively involved in learning process. In terms of obtaining the whole idea, there was an opportunity for the students to speak up their idea and received the information they got from their friend.

By receiving the information, the students triggered their brain to synchronize the information they had obtained in “think time” and the new information they got in “pair time”. So that, each of the students got the whole information of the text. In brief, in this stage made the students easier to obtain the information of the whole text without reading the all the text. They only needed to read a half text they got and they could discuss it with their friend who had the different part of the text. Not only it made the students easier to obtain information, but also it made the students to be more active in learning process.

Correspondingly, in the last stage of Think-Pair-Share technique which was “share time”, the students were facilitated in the advanced pair discussion. The students discussed the information they got from the “Think Time” and also in the “share time”. As the advantages stated by Allen (2007) that it gives students opportunities to collaborate the refining definition. While they are in the stage of

sharing process, they have opportunities to exchange information with their pair. Since, some students might be having a problem in comprehending the text, so this stage was very helpful for those students who had that kind of problem. That is to say, they collected all the information and fixed it as the best information in terms of reducing miss information of the text.

The finding of this research showed that finding specific information was the aspect of reading which had the highest improvement on students' reading comprehension achievement. Meanwhile, determining the main idea had the lowest improvement of reading aspect on students' reading comprehension achievement. Based on the steps of Think-Pair-Share technique found by Frank Lyman (1981), there are three steps of this technique they are thinking, pairing, and sharing step, that gives the students more time to think, to respond, and to help each other.

Those three basic steps provided the students to gain more information. In "Think Time", the students read the text and found some information of the text by themselves. In the next step which was "pair time", the students combined the information of the half text to the another half text in order to get the whole information. In the last step, "share time", the students with their another pair collected the whole information to suit all the information to be the fixed one. From those steps, it can be assumed that this technique provided the students in obtaining more information. So that is why "Finding Specific Information" is the aspect that improve the most among other five aspects of reading.

The result of this research is also in line with Rohibah (2013). She had a research on increasing students' reading comprehension through TPS technique in procedure text at the first grade of senior high school. She found that teaching reading through Think Pair Share technique can be used to increase students' participation in contributing the group work clearly and has a positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, students agree that think pair share technique is enjoyable, simple group work and able to improve the responsibility. All the three steps were useful in helping students to comprehend the text especially narrative text.

As it has been noted, researcher found that students reading comprehension could improve after the implementation of Think-Pair-Share technique since it gave the students not only time to think and develop their idea in "think time", but also gave the students opportunity to have pair discussion in "pair" and "share time" in order to discuss the text and solve the problem together. In short, this technique is successfully able to improve students reading comprehension. Think Pair Share technique also made students easy to comprehend the text.

CONCLUSIONS

Drawing the analysis of the findings and discussion, the conclusion of the research are:

There is a significant improvement of students' reading comprehension after being taught through Think Pair Share technique. Think-Pair-Share is a technique that combines both between individual learning and also collaborative learning. This technique provided the students the three basic steps that facilitated them in developing their mind. Think Pair Share technique can make students more active and creative in the class. It happens because they were happy and interested in joining the teaching-learning process. They are free to utter their thinking about the story. Think Pair Share technique can improve all aspects of reading as Finding Specific Information as the aspect that improves the most. Think Pair Share technique gives positive effect in increasing students' reading comprehension through the three step, which are thinking, pairing, and sharing.

SUGGESTIONS

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For the teacher

After having research, the researcher suggests the English teacher to implement Think Pair Share technique in teaching reading. There must be good preparation and time allocation, because the material have to be explained and delivered to the students clearly. The teachers also have to make a clear regulation in order to control the class, to make sure that the students can follow the instruction and focus to the material.

2. For further research

It is suggested for further researchers to conduct this technique on different level of students and also in different skill. For those who want to conduct the same research, it is highly recommended to balance the number of table specification in order to get the accurate data.

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