IMPROVING STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT THROUGH THINK PAIR SHARE TECHNIQUE

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada peningkatan signifikan pada keterampilan pemahaman membaca siswa antara pre-test dan post-test setelah penerapan teknik TPS. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 30 siswa tingkat kedua SMA. Tes membaca digunakan sebagai alat pengumpulan data. Data dianalisis dengan menggunakan *Repeated Measure t-test*. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan pada kemampuan membaca siswa antara pre-test dan post-test dengan tinggat signifikansi 0.05. Hal ini menandakan bahwa teknik TPS dapat diterapkan untuk meningkatkan keterampilan pemahaman membaca siswa.

Abstract. The objectives of the research were to find out whether there was a statistically significant difference of the students' reading comprehension achievement between the pre-test and post-test in the implementation of TPS technique. The approach of the research was quantitative. The subjects were 30 students of the second grade of SMA. The data were collected through the reading test. The data were analyzed by using Repeated Measure t-test. The result showed that there was a statically significant difference of students' reading comprehension between the pre-test and post-test with the significant level 0.05. This suggests that TPS technique facilitates the students to improve their achievement in reading comprehension.

Keywords: reading, reading comprehension, TPS technique

INTRODUCTION

Reading is an important language skill. It has been known that reading is a significant skill for those who get the knowledge in colleges, school, and course. On the other hand, reading can provide readers with clear information. The purpose of reading is to get the information and answer the problems or questions faced by the people they have not known before. For instance, someone who wants to know about the update news around their life, they can get some informations from the newspaper, they should read the contents from the newspaper. For the students, actually if they have some homework from the teacher and they haven't a schema of the topic from the homework, they can brow and read some articles to get what they want. For instance, the students find out an article, *is that playing handphone for long times have the bad effect for their eyes*. After they read it, they can know that playing handphone for long times have bad effects or not for eyes.

In addition, it is the same as comprehension of reading text. All students are supposed to be able to understand the main idea of the text, factual information, stated and unstated 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 with the purpose of reading, Willis (2008) states 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. Then, we are passing along the bridge toward a new knowledge.

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 have to master. It is because in many tests that students' face containing of reading text. In usual condition, reading a book, an article, or passage in English for some

students is not an easy work to do. It also happens for the students test or final exammination. There are almost all kinds of text that appear in students final examination even in National Examination. Many students get low scores in reading section because it is hard to identify the main idea, inferences, specific information, and the word meaning of the text.

In addition, based on the pre-observation, Senior high-school 10 Bandar Lampung the English teacher said that students get some difficulties in reading comprehension that can make the teaching-learning process ineffective and inefficient. The students' lack of motivation also takes a big part in comprehending the reading texts. Those problems may affect the students in enjoying the teaching-learning process. After that, they will not feel confident in showing their ideas because they are afraid of making mistakes. Concerning those statements above, teacher should find a way to succeed the teaching-learning process. A suitable technique is really needed to keep the students' motivation to read the whole part of the text then they can get the necessary information. Besides that, the technique should increase students' reading comprehension and make them enjoy the teaching-learning process. To solve the problems above, the techniques used should be useful which is on help students improve reading ability. There are many techniques that can be used. Think-Pair-Share (TPS) is one of techniques that is expected to be a good answer for the teacher to increase the students' reading comprehension. TPS is a technique that is followed by three steps; thinking, pairing, and sharing. Think-pair-share technique is one of the cooperative learning's techniques found by Lyman in 1981. Think-pair-share may give the students opportunity to discuss their problem in comprehending a text to another, so they are expected to be able to solve the problem together. There are some researchers that use think-pair-share technique in order to increase students' reading comprehension achievement.

Ahyarudin (2008) found that think-pair-share technique could also 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 used TPS increased significantly

(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.

Besides Ahyarudin's research, Kartika (2013) conducted study in SMAN 8 Bandar Lampung and found that there was a significant increase of the students' reading comprehension achievement in hortatory exposition text after being taught through Think Pair Share technique. It can be seen from the increasing score on the pretest and posttest of the experimental class that increased from 50.16 to 84.22 in posttest with the gain was 34.06. There was an increase of the total scores from pretest and posttest from 1605 to 2695, with the gain 1090. On the other hand, determining the features of the form of a text has the highest increase, with the gain score was 45,7 and the lowest was making inference, which was 14.2. Additionally, using Think-Pair-Share technique in teaching Reading is good to increase student reading achievement. Moreover, the students may share the idea with their friend to obtain the best answer of the question.

The previous research has investigated teaching reading through TPS technique in hortatory exposition text, recount text, and narrative text. It seems that the previous researches have not conducted on teaching reading through TPS technique in analytical exposition text esspecialy in 2013 curriculum. Considering the problem above and regarding the advantages of think-pair-share above, the researcher is interested in conducting research entitled "Teaching Reading Through Think-Pair Share Technique of Analytical Exposition Text at the Eleventh Grade Students." Therefore, the objectives of this research are (1) find out how far the students' ability in comprehending analytical exposition text is significantly improved after being taught by using TPS technique, and (2) to see the aspect of reading which improves the most after TPS technique applied in teaching learning process.

METHODS

This research was quantitative. The researcher used the one group pretest post test design to see the significant difference between before and after the application of

Think Pair Share technique. The population of the research was the students of the second grade of SMA Negeri 10 Bandar Lampung and the sample of the research was class XI Science 8 consisting of 30 students. The activities were started from administering pre-test, doing treatment, and administering post-test.

The instruments used were reading comprehension tests. The reading test was administered twice: the first was pre-test and the second was post test. Pre-test was conducted to know the students' reading comprehension ability before being given the treatment and post-test was given to know the students' reading comprehension ability after treatment. The reading test consisted of 40 items in multiple choice forms. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

RESULTS AND DISCUSSION

Results

The pretest was conducted on January 19th, 2018 for experimental class in time allocated 60 minutes. The students who practiced in the pretest were 30 students at XI MIPA 8. The number of item in the test were 40 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 1937.00 and the mean score of the pretest was 64.5667. The highest score was 75 and the lowest score was 47.

The post test was administered in order to see the students' score of reading comprehension of analytical exposition text after being taught through TPS technique. The pretest was conducted on February 23th, 2018 in experimental class. It shows whether or not there are any increasing. The instrument using post test were the same as pre test yet the order of the items number. From the result, it was found that the total scores of post test in the experimental class is 2672.00. The mean of post test is 89.0667; the highest score is 100.0 and the lowest score is 72.

Table 1. Improvements of Reading Aspects

Aspects Of Reading	Pretest (%)	posttest (%)	Increase (%)
Determining Main Idea	14%	18%	4%
Finding Inferences	12%	17%	5%
Finding References	15%	19%	4%
Finding Specific Information	12%	20%	8%
Understanding Vocabulary	12%	15%	3%
Total	65%	89%	24%

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 8%, and the second is Inference with increase 5%, then Reference improves 4%, followed by Main Idea 4% and Vocabulary3%.

Table 2. Paired Sample Test

Paired Samples Test

			95% Confidence Interval of the Difference				
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
2.45000E1	7.91659	1.44537	21.54390	27.45610	16.951	29	.000

Based on Table 2, it can be seen that the result of t-test shows that t-value is 16.951 and the two tail significance show that $p<0.05$ (p=.000). it can be inferres that H1 is accepted and H0 is rejected since $0.000 < 0.05$. In conclusion, there is a significant difference of students reading comprehension ability of analytical exposition text before using Think Pair Share technique and after using Think Pair Share technique. Thus, the hypothesis is accepted.

Discussion

The purpose of the research is to find out whether there is any significant improvement of students' reading comprehension after being taught through Think Pair Share technique or not. The students' score of pretest and posttest were compared to determined students' improvement. The improvement showed that the achievement of experimental class was at the significant level of (p=0,000, p<0,05). It implies that the Think Pair Share technique had 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. So it makes the result of this research deeper and more specific.

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

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 section trained the students to active their schemata for understanding the text that the teacher had building in the first of treatment, preactivity.

As Simanjuntak (1988:4) said that the first point to be made about reading process is comprehension and the meaning is basic element of comprehension. It implies that comprehending the text is an interactive process between the readers'

background knowledge and the text itself. So, the students were helped by this section "think time". Because, the students' schemata had been active in this section. This technique also facilitated the students in elaborating their idea with their pair in order to obtain the whole information.

The second section was "pair section". This section as Allen (2017) said one of the advantages of TPS that provides students time to think to prepare their own information into the discussion with their pair. From this section the students were able to talk about their thinking about the text with their pair. So, it 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".

The last section was "share section". This section as Mchother (1986: 212) states that reading is a way of taking new ideas and identifying information to be learned. It means that, when someone is reading a text, he or she may find new things that he has known yet. He may also find information that will help him or her learn something; in this case, his knowledge will certainly be better than before. It was related with TPS technique especially in last section was "share time" the students was facilitated in the advanced pair discussion. The students discussed the information they got from the "Think Time" and also in the "pair time". So in the share times students found new things that they had know yet and also their knowledge be better than before.

According to Suparman (2012) there are five reading aspects which help the students to comprehend the English text well, they are: main idea, specific information, references, inferences, and vocabulary. In order to find out the aspect of reading that improves the most, researcher calculate the gain of each aspect.

Specific information is the aspect that improves the most among the other aspects since those three basic procedures provided the students to gain more information. In "Think Time", the students read the text and found some information of the text by themselves. The information they got based on their schemata. In the next section 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. This procedure enabled the students to get more information about the other half of the text.

In the last procedure, "share time", the students with their another pair collected the whole information to suit all the information to be the fixed one. It was possible for the students to have a miss information. In this section provided the students to discus that problem. From those section, 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 Fardiaswita (2012). She conducted that students performed better in the post-test. Their behavior in both tests also is founded to be consistent paired sample t-test indicates significant increase of students' reading comprehension achievement after the application of TPS technique. The result of research showed TPS technique is worth applying in teaching learning of English reading comprehension ability, particularly at the second grade of MTsN I Tanjung Karang.

In addition, Think Pair Share as an effective way to improve students' reading comprehension has been previously studied by Palupi (2013). She conducted her research in SMPN 8 Bandar Lampung. The result of her research proved that there is a significant difference of students' achievement in reading comprehension in recount text before and after being taught through TPS technique. She also explained that there are three main problems that faced by the students during the implementation of this technique, those are: finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in the pairing process, and focusing in the lesson by being cooperative in every steps of this technique. Thus, teachers can consider TPS technique to improve students' reading comprehension achievement.

Almost of research using TPS has already done in senior high schools level. In Junior High School this technique has not implement all the level class and different skills. It has been told that TPS technique helped the students to

understand the reading text especially in analytical exposition text. TPS made students' reading comprehension ability were improve after implementing this technique. This technique not only gave the time for think the text first at "think time". But also gave opurtunity for the students to discussion and got more spesific information in "pair time" and "share time" then 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.

In addition, Students who are in upper level of knowledge usually have many opportunities to share their idea because they have more ideas in their mind than the lower students. It can create a situation where the upper students try to dominate the process of learning (especially in sharing stage). Therefore, the researcher should always check and monitor the entire process to ensure that such thing does not happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning. Then, before the reseacher teaching the class, the researcher asked to the teacher about a number of students in the class. Because, the researcher should anticipate if the students are in odd number.

Conclusions

In line with the data analysis and discussion, the conclusions can be drawn as follows:

1. There is a significant improvement of students' reading comprehension after being taught through Think Pair Share technique in reading text. Think-Pair-Share is a technique that combines both individual learning and collaborative learning. This technique provides the students with the three basic procedures that facilitate them in developing their mind. Think Pair Share technique can make students more active and brave to discuss in the class with their friends.

2. Finding Specific information is the aspect that improves the most among the other aspects since those three basic procedures provided the students to gain more information.

Suggestions

Based on the conclusions above, the suggestions are as follows:

(1) After having research, the researcher suggests the English teacher should go and monitor over the class during the students have discussion. Because, Students who are in upper level of knowledge usually have many opportunities to share their idea because they have more ideas in their mind than the lower students. It can create a situation where the upper students try to dominate the process of learning (especially in *sharing stage*). (2)Then, there must be good preparation and time allocation, because the materials have to be explained and delivered to the students clearly. (3)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. (4)This research almost done in senior high school level. It is suggested for further researchers to conduct this technique on different level of students and also in different skill. In the junior high school this technique has not implentation in all level class yet. (5)Use an observation sheet in order to monitor students' activity in the class. Make sure that the try out test item already good in order not to drop too many items for pretest and post-test.

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