The Use of Think-Pair-Share Technique to Improve Reading Comprehension of the Seventh Grade Students of SMP Negeri 10 Parepare

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ABSTRACT

Reading skill is increasingly seen as one of the most important skills because mastering reading skill, the student will be easier to understand the meaning of the text. Therefore, reading skill is still one of the most important aspects to be taught in school in order to enable the learners to grasp the meaning from the reading text.This research was based on the students problem regarding the English teaching, especially the students reading comprehension. It was caused by the teaching activity applied in the classroom, where the teacher was more active than the students. Consequently, the students reading was low. Therefore, the objective of the research to find out whether or not the use of Think-Pair-Share technique improves the seventh students of SMP Negeri 10 Parepare. The researcher applied quasi-experimental design, with two groups pretest and posttest design. The population of this research was the seventh grade students at SMP Negeri 10 Parepare academic year 2018/2019. The sample of research was taken by using total random sampling which consisted of 64 students from two classes taken from the population of the seventh grade students of SMP Negeri 10 Parepare, VII.1 as the experimental class and VII.3 as the control class.The result of the data analysis showed that the students reading comprehension was improved, it was showed by the mean score of pretest in experimental class was 52,58 while the contol class 46,66. Besides that the mean score of posttest on experimental 72,58 while on control class 63,33. It proved the t-test 2.166 is grater than t-table 2.000 with degree of freedom (df) = (N1+N2-2) 62 for 0.05 level of significance. It showed that the reading comprehension of the seventh grade students at SMP Negeri 10 Parepare improved by using Think-Pair-Share technique.

Keywords: *Students, Reading Comprehension, Think-Pair-Share technique.*

Ringkasan: *Alfandi, Penggunaan Teknik Think-Pair-Share untuk Meningkatkan Pemahaman Membaca Siswa Kelas VII SMP Negeri 10 Parepare.* Dibimbing oleh Ammang Lathifa dan Badaruddin. Keterampilan membaca semakin dipandang sebagai salah satu keterampilan yang paling penting karena dengan menguasai keterampilan membaca, siswa akan lebih mudah memahami makna

teks.Oleh karena itu, keterampilan membaca masih menjadi salah satu aspek terpenting yang harus diajarkan di sekolah untuk memungkinkan peserta didik memahami makna dari teks sebuah bacaan. Membaca tanpa pemahaman atau tidak mengerti dengan bacaan, banyak siswa dapat mengucapkan kata-kata dengan lancar tetapi ketika ditanya apa yang baru saja mereka baca, mereka tidak dapat merespons. jadi Penelitian ini didasarkan pada masalah siswa mengenai pengajaran bahasa Inggris, terutama pemahaman membaca siswa. Hal itu disebabkan oleh kegiatan mengajar yang diterapkan di kelas, di mana guru lebih aktif daripada siswa. Akibatnya, kemampuan membaca siswa rendah. Oleh karena itu, tujuan dari penelitian ini untuk mengetahui apakah penggunaan teknik Think-Pair-Share dapat meningkatkan kemampuan siswa kelas tujuh SMP Negeri 10 Parepare. Peneliti menerapkan desain quasi-eksperimental, dengan menggunakan dua kelompok pretest dan posttest. Populasi dalam penelitian ini adalah siswa kelas tujuh di SMP Negeri 10 Parepare tahun akademik 2018/2019. Sampel dalam penelitian ini diambil dengan menggunakan total random sampling yang terdiri dari 64 siswa dari dua kelas yang diambil dari populasi siswa kelas tujuh SMP Negeri 10 Parepare, VII.1 sebagai kelas eksperimen dan VII.3 sebagai kelas kontrol. Hasil analisis data menunjukkan bahwa kemampuan membaca siswa meningkat, hal ini ditunjukkan oleh nilai rata-rata pretes di kelas eksperimen adalah 52,58 sedangkan kelas contol 46,66. Selain itu skor rata-rata posttest pada eksperimen 72,58 sedangkan pada kelas kontrol 63,33. Itu membuktikan t-test 2.166 lebih tinggi dari t-tabel 2.000 dengan derajat kebebasan (df) = (N1 + N2-2) 62 untuk tingkat signifikansi 0,05. Ini menunjukkan bahwa pemahaman membaca siswa kelas tujuh di SMP Negeri 10 Parepare meningkat dengan menggunakan teknik Think-Pair-Share.

Kata kunci: Students, Reading Comprehension, Think-Pair-Share technique.

Language is one of important tools used by people to communicate. People was be easy to reveal their ideas, feeling, and opinion through language. One of the languages needed is English because English is international language that has many function in this modern era. Nowadays, using english is very useful in many aspects whether in economy, social, culture, and the most important aspect is

education. English become important lesson to master in every level of education from kindergaten to university.

English language as any language consists of four skills, listening, reading, speaking and writing. The reading skill is increasingly seen as one of the most important skills because mastering reading skill, the student was be easier to understand the meaning of the text. The skill of reading a variety of texts was enable learners to adjust the speed and style of their reading to suit the purpose and extract both implicit and explicit meaning from the text. Therefore, reading skill is still one of the most important aspects to be taught in school in order to enable the learners to grasp the meaning from the reading text.

Based on the observation, that in the seventh grade students of SMP Negeri 10 showed the students reading comprehension ability was still low. Their mean score are 55. This score is categorized as poor achivement based on DEPDIKNAS classification achievement. This problem of achievement is mostly caused by the teaching strategy of the teacher that's too monotonous. based on questionnaire which is around 65% students answer that the cause of students' low achievement is the technique, and the rest are caused by media and material. Therefore, the researcher try to find out a way that can improve reading comprehenshion of the seventh grade students of SMP Negeri 10 Parepare, the researcher was use spoof text as material and Think Pair Share technique.

The basic foundation of this model is to make the students more active in the teaching-learning process by discussing with their classmates. Moreover, the teaching-learning process was be more attractive there was be more fun (Kagan, 2009). So, it was give positive influence to students in understanding the material given by the teacher. He further stated that there are five steps in *Think-Pair-Share* model, they are organizing students into pairs, posing the topic or aquestion, giving time to students to think, asking students to discuss with their partner and share their thinking, and calling on a few students to share their ideas with the rest of the class.

TPS Strategy was be combining with spoof text as media to make the students easier to understand the text. According to Gerot and Wegnel (1994) spoof tetx is a text to retell an even with homorous twist. It means spoof text is a text tell factual srory which unpredictable ending. According to Wasiam (2009) Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. Therefore, using spoof text as material or media can intrest the student to read the reading text. In addition, combine TPS strategy with spoof textmore effectiveness in learning teaching process.

RESEARCH METHOD

The researcher applied quasi-experimental design, with two groups pretest and posttest design. The population of this research was the seventh grade students at SMP Negeri 10 Parepare academic year 2018/2019. The sample of research was taken by using total random sampling which consisted of 64 students from two classes taken from the population of the seventh grade students of SMP Negeri 10 Parepare, VII.1 as the experimental class and VII.3 as the control class.

FINDINGS

The researcher applied all procedures that had been displayed in the previous chapter. Moreover, the researcher gave the students both pre-test and post-test. After that, it was continued by analyzing their score between pre-test and post-test for both experimental and control class. It aimed to find out the significant difference of the students from both classes. After analyzing the data, the researcher found the students' score and tabulated in the following parts.

1. **The percentage of student's score obtained through test.**
a. Pre-test

The following figure describes about the classification of the student's score of experimental group and control group.

Table 1

Table 4.1: The percentage student's score of reading comprehension in pre-test

Score	Predicate	Classification	Experimental group		Control group	
			F	%	F	%
94-100	A	Very good	-	0 %	-	0 %
86-93	A-					
78-85	B+	Good	6	19,35 %	5	15,15 %
70-77	B					
62-69	B-					
54-61	C+	Fair	23	74,19 %	21	63,63 %
47-55	C					
38-46	C-					
29-37	D+	Poor	2	66,66 %	7	21,21 %
0-28	D					
	TOTAL		31	100%	33	100%

Table 4.1 shows that before treatment, there were nothing students got very good classification, 6 (19,35%) students got good classification, 23 (74,19%) students got fair classification and 2 (66,66%) got poor clasification. While in control class there were nothing students got very good clasification, 5 (15,15 %) students got good clasification, 21 (63,63 %) got fair clasification and 7 (21,21%) got poor clasification. While in control class there were nothing students got very good clasification, 5 (15,15%) students got good clasification, 22 (63,63%) got fair clasification and 7 (21,21%) got poor clasification.

The result show that the students' reading comprehension was still low. Therefore, it still needs to improve the students' reading comprehension by giving treatment to the students.

b. Post-test

The following figure describes about the classification of the student's score of experimental class and control class.

Table 4.2. the percentage student's score of reading comprehension in post-test

Score	Predicate	Classification	Experimental group		Control group	
			F	%	F	%
94-100	A	Very good	4	12,90 %	-	0 %

86-93	A-					
78-85	B+					
70-77	B	Good	21	67,74 %	14	42,42 %
62-69	B-					
54-61	C+					
47-55	C	Fair	6	19,35 %	19	57,57 %
38-46	C-					
29-37	D+	Poor	-	0 %	-	0 %
0-28	D					
	TOTAL		31	100%	33	100%

Table 4.2 shows that after treatment, there were 4 (12,90%) students got very good classification and 21 (67,74%) students got good classification and 6 (19,35%) got fair clasification. It indicated that the students' reading comprehension of post-test in experimental class was improved after being taught by Think-Pair-Share technique.

2. Mean score and standard deviation of pre-test and post-test both experimental and control class

a. mean score and difference score

Table 4.3 The mean score and difference score pretest and posttest both experimental and control class

Class	Mean Score		Gain score
	Pre-test	Post-test	
Experimental class	52,58	72,58	20
Control class	46,66	63,33	16,67

Table 4.3 shows about the mean score of pre-test and post-test both of experimental class and control class. In pre-test, the mean score obtained by the students in experimental class was 52,58 while in the control class was 46,66 the researcher obtained some improvements for both class. The results showed no significant difference of the students between experimental class and control control before giving the treatment. It meant that the reading comprehension of

the students in both experimental class and control class had the same comprehension before giving treatment.

After giving the treatment for both experimental class and control class, the researcher found some improvements. The mean score obtained by the students in experimental group was 72,58. The difference was 20 in experimental from pre-test to post-test, while 16,67 in control class from pre-test to post-test.

b. standard deviation and gain score

Table 4.4 The standard deviation and gain score pretest and posttest both experimental and control class.

Class	Standard Deviation		Gain score
	Pre-test	Post-test	
Experimental Class	13,65	9,29	4,29
Control Class	14.28	8,90	5,38

Table 4.4 shows about the standard deviation of pre-test and post-test for both experimental class and control class. The standard deviation obtained by the students in experimental class was 13,65 in pre-test to 9,29 in post-test, while in the control class was 14,28 in pre-test to 8,90 in post-test. The gain score of standard deviation for both pre-test and post-test in experimental class was 4,29 while the gain score of standard deviation both pre-test and post-test in control class was 5,38. The result meant that the reading comprehension of the students in both experimental class and control class had the same comprehension after giving treatment.

3. **Hypothesis testing**

In hypothesis testing, the researcher used t-test formula. The level of significance was $\alpha = 0.05$ with df =61

a. Pre-test

Table 4.5 The t-test of the students in experimental class and control class.

Df	Variable	t-test value	t-table value
62	Post-test	2.166	2000

The previous table shows that the t-test value and the t-table value. After applying t-test of testing hypothesis comparative two samples to know whether or not through used Think-Pair-Share technique was effective to improve the students' reading comprehension , the researcher found that the t-test value of post test was 5,340. If the level of significance (α) was = 0.05 and the degree of freedom (df) = $n_1 + n_2 - 2$, the calculating of the degree of freedom was (df) = 31 + 33 – 2 = 62. The t-table value of the level of significance (α) 0.05 and the degree of freedom (df) 62 is 2.000. Therefore, the t-test value (2.166) was higher than the t-table value (2.000). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, the researcher concludes that the reading comprehension of SMP Negeri 10 Parepare who used of Think-Pair-Share technique was better than the students that direct instruction. It can be said that Think-Pair-Share was a good way to improve the students' reading comprehension to the seventh grade students of SMP Negeri 10 Parepare.

DISCUSSION

The researcher presented the results of the data in the study to be analyzed using the t-test. The purpose of using t-test was to determine the use of think-pair-share technique to improve reading comprehension of the seventh grade students of SMPN 10 Parepare.

Pre-tests were conducted at the beginning of the study. The purpose of this test is to find out how to use think-pair-share technique. In this study there were 31 students in experimental class and 33 students in control class. Researcher have given the multiple choice test. In this test there were 10 question and one question weighs 10 points., so the total of points are 100. They must answer the written question given by the researcher. The result of the pre-test before using think-pair-share technique produce an average value of 52,58 in experimental class and 46,66 in control class. Based on the average score, it can be concluded

that the students experience problems in learning activities so that it affects the test results.

After pre-test the researcher gives treatment in the form of using a think-pair-share technique in the reading comprehension teaching and learning process. Researcher conducted 4 meetings in the treatment process in each class. Researcher provide different material and topic at each meeting because researcher hope that think-pair-share can be applied to any material and topic .

Post-test are carried out after the treatment process is given. The post-test is the final test for scoring . the results of the post-test after using the think-pair-share technique obtained an average value of 72,58 in experimental class and 63,33 in control class. From the result of the analysis, it can be concluded that student achievement in reading comprehension using think-pair-share technique has a significant increase in the result of data analysis from the pre-test and post-test. Pre-test and post-test describe the condition before and after using think-pair-share technique.

From the findings obtained the researcher and some previous related research finding presented above, the researcher highlights that using Think Pair Share technique to improve Reading comprehension of the seventh grade student of SMP Negeri 10 Parepare.

CONCLUSION AND SUGGESTION

Based on the findings and discussion presented in the previous chapter, it was found that teaching reading through using of Think-Pair-Share technique improve the reading comprehension of the seventh grade students of SMP Negeri 10 Parepare. It was supported by the data in experimental class which the mean score of the students in the pre-test is 52.58 and in the post-test is 72.58. From the data have found, it showed that there was different students' mean score between pre-test and post-test.

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