

IMPROVING STUDENTS' READING COMPREHENSION BY USING THINK PAIR SHARE TECHNIQUE IN ONE OF JUNIOR HIGH SCHOOL IN KARAWANG.

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ABSTRACT

The objective of this research is to find out that think pair share technique in improving students' reading comprehension. The research method used in this research was quasy experimental method. This research conducted at eighth grade students of SMPN in Karawang. The procedures of research in experiment are giving pre-test, treatment, and giving posttest. The data gathered in this research was through pre-test and post-test. The result of this research showed that there was differences between teaching using think pair share technique and conventional method. In analyzing data, the researcher used independent T-test in SPSS version 22 at the level of significance 95% (α 0,05), and compared with T-table. The researcher got 7.641. This obtained T-value exceed the critical values for two tiled test under $p= 0,05$ (1, 668). The conclusion in this research, there is improving of think pair share technique for reading comprehension.

Key Words: Think Pair Share , Reading Comprehension.

A. INTRODUCTION

Reading skill is important skill because by reading the students can get a lot of information, they can enrich their vocabulary, knowledge, spelling and their writing, so that they need to improve their ability in reading comprehension because it is very fundamental skill. Through Reading comprehension, they will show how good they understand English. To improve students' reading comprehension, they need to use precise technique. As Lie (2008: 57) revealed that "the technique of Think-Pair-Share (TPS) gives students the opportunity to work alone as well as in collaboration with others. Another advantage of this technique is the optimization of student participation". By using this technique the teacher can develop students' motivation and interest in learning in the classroom and that students do not always rely on the classical technique using the lecture technique. With this technique the teacher can make the learning atmosphere in the classroom is more active and conducive to teachers and students.

This technique gives students the opportunity to work alone as well as in collaboration with others. Another advantage of this technique is the optimization of student participation. With the classical technique that allows only one student to come and share the results to the entire class, this provides an opportunity technique at least eight times as much for each student to recognize and show their participation to others. This technique can be used in all subjects and for all ages of students.

By implementing Think Pair Share technique, the teacher can give students the opportunities to think, to share the idea with partner, and teacher also can allow all students to respond. Then, students are invited to share their responses with the whole class.

B. THEORETICAL FRAMEWORKS

Furthermore, Lie (2008: 57-58) declared that steps of think-pair-share technique are:

- a. The teacher divides students in groups of four and assign tasks to all groups.
- b. Each student to think and do the job yourself.
- c. Students are paired with a peer in a group and discuss with their partner.
- d. Both couples met back in groups of four. Students have the opportunity to share their work to groups of four.

According to Nunan (2003) said that reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the "bottom-up" view of reading. Readers are passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce meaning. From reading we will know the meaning of something or anything that we want to know it. Reading also important for many people especially for student to learn the material with book.

Named TPS based on the main stage in the steps that exist at the time of implementation I Lestari's paper (2011) are three main steps undertaken in the learning process, the steps think (think), Pair (pairs), and share (share).

- a. Think (think), at this stage the teacher first lure students through a problem question, here the teacher invites students to think about these issues for some time.
- b. Pair (pairs) in this step students can find a friend in pairs to solve the problems given above, students can pair up with a friend to be able to make effective time for learning. Here, students can exchange ideas or opinions in order to obtain the best solutions according to both.
- c. Share (share) in this step, each partner can share the ideas to other friends in the classroom. Technically, the teacher can call each pair to the front of the class to share solutions, go to each partner, or invite each pair to volunteer, and others.

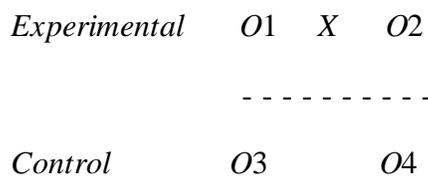
These steps are used to seeing the students' reading abilities and confidence levels performing students in reading in front of the class. Students can be skilled in thinking and resolving the problem and read their opinions aloud to the class. When students read their opinions in front of the class, the teacher can correct if any wrong pronunciation, and other students can take a lesson in that, that's where the role of think pair share technique can support students' ability in reading.

C. METHODOLOGY

The technique in this research uses quantitative. The researcher aims is to know the improving student reading comprehension for student by using scale or value. The researcher will compare

the student value between experiments class group and control group. The researcher uses quasi experimental because this research will do with one experiment group and control group but without randomized. According to Mcmillan (2008: 12), he stated that a quasi-experimental design does not have random assignment. Moreover, Quasi Experimental is an empirical study used to estimate the causal impact of an intervention on its target population. It divided into three kinds of design, there are one shot case study, one group pre-test and post-test design and statistic group comparison. Here, the researcher uses one group pretest post test design. Pretest and post test are given before and after treatment.

One of the most commonly used quasi experimental designs in educational research can be represented as:



Population is the universe of people to which the study could be generalized (Vanderstoep & Johnstron, 2008: 26). Based on the observation of eighth grade in one of SMPN in Karawang, there are twelve classes which consist of 40 students in each class. The population in this research is 480 students. From the population above, the researcher does not choose the sample based on the randomization. Based on observation and explanation of the English teacher from 12 classes, he said that two classes are homogeny and the sample of the research takes VIII E as Control class and VIII F as experiment class. The member of each class is 40 students, the sample in this research is 80 students. The sample is taken purposively because the researcher wants to investigate the improvement of think pair and share concerning with students reading comprehension after giving treatment by using think pair and share technique.

First of all, the researcher calculates the data to analyze the pilot test by determining:

1. *Validity*

According to Ravid (2011: 204), he said that the validity of a test refers to the degree to which an instrument measures what it is supposed to measure and the appropriateness of specific inferences and interpretations made using the test scores. It is not sufficient to say that a test is “valid”; rather, the *intended use* of the test should be indicated . The validity of data will be conducted by AnatesV4. The criteria of validity are shown in the following table:

Table 1
Category of Coefficient Correlation of Validity

Raw Score	Interpretation
<i>0.80-1.00</i>	<i>Very high</i>
<i>0.60-0.80</i>	<i>High</i>

<i>0.40-0.60</i>	<i>Moderate</i>
<i>0.20-0.40</i>	<i>Low</i>
<i>0.00-0.20</i>	<i>Very Low</i>

2. Reliability

Reliability is important to investigate whether the instrument was reliable or not before it was used. The researcher will use AnatesV4 to reveal the items reliability. It used to assure whether or not the test reliable to be used in pre-test and post-test. The criteria of reliability are shown in the following table:

Table 2
Category of Coefficient Correlation of Reliability

Reliability Coefficient	Reliability Level
<i>0.00 - 0.20</i>	<i>Very low</i>
<i>0.21-0.40</i>	<i>Low</i>
<i>0.41-0.60</i>	<i>Moderate</i>
<i>0.61-0.80</i>	<i>High</i>
<i>0.81-1.00</i>	<i>Very high</i>

3. Normality Test

Normality test will be calculated before t-test. It aimed to investigate whether or not the distribution of pre-test and post-test scores in two groups are normally distributed. The steps are as follows:

- a. Setting the level of significance at 0.05 and establishing the hypothesis as follows:

H_0 : The sample is not normally distributed.

H_1 : The sample is normally distributed.

The level of significant at 0.05 is used because it is a standard which is applied in social studies.

- b. Analyzing the normality test using SPSS 22.
- c. Comparing the level of significance to test the hypothesis. If significance $< \alpha$, H_0 is rejected; if significance $> \alpha$, H_0 is retained/accepted.

4. Homogeneity of Variance

The homogeneity of variance test is used to determine whether the data obtained from the experimental group and control group has the same variance or not. Homogeneity of variance in the pre-test are needed to find out the two groups are same variance. The steps are as follows:

- a. Setting the level of significance at 0.05 and establishing the hypothesis as follows:

H_0 : The variance of the group is not homogenous.

H_1 : The variance of the group is homogenous.

- b. Measuring the homogeneity variance using SPSS 22.
- c. Comparing the level of significance to test the hypothesis. If significance $< \alpha$, H_0 is rejected; if significance $> \alpha$, H_0 is retained/accepted.

5. *Dependent t-test*

In analyzing the result of pre-test and post-test, dependent t-test will be used to compare the means' difference of the two tests. The steps are as follows:

- a. Setting the level of significance at 0.05 and establishing the null hypothesis for pre-test and post-test data analysis. Null hypothesis (H_0) There is no significant difference between the pre-test and post-test scores.
- b. Analyzing the dependent t-test by using SPSS 22.
- c. Comparing (t) significance 2 tailed with the level of significance for testing the hypothesis. If (t) significance 2 tailed > 0.05 , the null hypothesis is accepted; if (t) significance 2 tailed < 0.05 , the null hypothesis is rejected.

6. *Independent t-test*

The independent t-test will be used in this study to see whether the difference of mean between the experimental and control groups. Moreover, the independent t-test had characteristics which were needed in conducting the study (Rudiwan and Sunarto, 2010). There are three steps in analyzing the independent t-test.

- a. Stating the hypothesis and setting the alpha (α) level at 0.05.
 (H_0) : There is no significant difference between the pre- test and post-test mean for experimental and control groups.
 (H_1) : There is significant difference between the pre-test and post-test mean for experimental and control groups.
- b. Calculating independent t-test by using SPSS 22.
- c. Comparing (t) significance 2 tailed with the level of significance for testing the hypothesis. If (t) significance 2 tailed > 0.05 , the null hypothesis is accepted; if (t) significance 2 tailed < 0.05 , the null hypothesis is rejected.

7. *Analysis Data Indeks Gain*

To see an improvement in students' reading abilities of both classes (class experimental and control classes) can be seen from the gain. Determine the index gain experimental class and control class using index formula gain by Hake at Sudarti (2004) in Journal of Physic Education, namely:

$$\text{Indeks Gain} = \frac{\text{pretest} - \text{posttest}}{\text{skor maksimal ideal} - \text{pretest}}$$

Then, the index gain interpreted using criteria expressed by Hake (Saptuju, 2005: 72) in Nasrudin (2014: 38)

Tabel 3
Interpretasi Indeks Gain

Indeks Gain (g)	Interpretation
$g > 0,7$	<i>High</i>
$0,3 \leq g \leq 0,7$	<i>Average</i>
$G > 0,3$	<i>Low</i>

D. RESULTS AND DISCUSSION OF THE RESEARCH

1. Determining Pilot test Result

a. Validity

To compute the validity test for reading ability, the researcher used *Anates V4*. Based on the calculation of instrument result above, the researcher got that the most of the items was valid because the score is 0,69. In the criteria, in coefficient correlation of validity if raw score 0,60–0,80 instrument was valid, with the computed who researcher got 0,69, it means instrument was valid and the interpretation were high.

b. Reliability

The calculation was done by using the program of *Anates V4*. The calculation of the variable instrument reliability of simple result of 15 items result who researcher got 0,85. Based on criteria coefficient of reliability if reliability coefficient 0,61–0,80 reliability level was high. Its means instrument of researcher got from test instrument was reliable and level reliability was high.

1). Determining Pretest and Posttest Result

a) Pretest Score

(1) Normality Distribution Test

Kolmogorov-Smirnov formula with level of sig. $\alpha = 0,05$ was used to investigate the normality of pre-test scores. The hypothesis used is as follow :

H_0 = The score of experimental class and control class are not normally distributed.

H_1 = The score of experimental class and control class are normally distributed. The result are :

Table 4

Tests of Normality

	Grup	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimen t	.116	40	.194	.975	40	.515
	Control	.127	40	.104	.964	40	.228

a. Lilliefors Significance Correction

Test of Normality on Pre-test

Table 4 shows that probably (asump. Sig) of the experimental class is 0,194 and control class is 0,104 , which are higher than level of significance (0,05). This result shows that the null hypothesis is rejected . Therefore, the score of the experimental and control class are normally distributed.

(2) Homogeneity of Variance test

Table 5
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.074	1	78	.786
Based on Median	.025	1	78	.874
Based on Median and with adjusted df	.025	1	77.684	.874
Based on trimmed mean	.066	1	78	.798

Based on table 5 shows that research result of homogeneity level of significances is 0,786, which are higher than level of significance (0,05). Its mean $0,786 > 0,05$ this result shows that the null hypothesis is rejected and variance every class is homogeny.

c). Independent t-test

After the normality distribution was conducted and analyzed. Then, Independent t-test computation with level sig. $\alpha = 0,05$ were conducted. The hypothesis used is as follow :

H_0 = There is no significant different between test result of experimental group and control group.

H_1 = There is a significant different between test result of experimental group and control group.

Table 6
Independent Samples Test

		Nilai	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.074	
	Sig.	.786	
t-test for Equality of	T	-2.056	-2.056

Means	Df		78	77.897
	Sig. (2-tailed)		.043	.043
	Mean Difference		-5.250	-5.250
	Std. Error Difference		2.553	2.553
	95% Confidence Interval of the Difference	Lower	-.830	-.830
		Upper	-10.333	-167

The Table 6 shows that t_{table} is -2.056 and the degree of freedom (df) of post test is 84. It mean that t_{crit} is 2,00 at the level of significance $\alpha = 0,05$ (frase in : distribution table in Arikunto, 2010). Since the t_{obt} is lower than t_{crit} ($2,056 < 1,668$) so the null hypothesis is rejected . Therefore, there is a no significances difference between two sample mean.

b) Post-test Score

(1). Normality Distribution Test

Kolmogorov-Smirnov formula with level of sig. $\alpha = 0,05$ was used to investigate the normality of pre-test scores. The hypothesis used is as follow :

H_0 = The score of experimental class and control class are not normally distributed.

H_1 = The score of experimental class and control class are normally distributed. The result are :

Tabel 7
Tests of Normality

	Grup	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experiment	.131	40	.082	.968	40	.314
	Control	.131	40	.081	.955	40	.117

a. Lilliefors Significance Correction

Table 7 shows that probably of the experimental class is 0,082 and control class is 0,081, which are higher than level of significance (0,05). This result shows that the null hypothesis is rejected. Therefore, the score of the experimental and control class are normally distributed.

a) Homogeneity of Variance test

Table 8
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.234	1	78	.630

Based on Median	.255	1	78	.615
Based on Median and with adjusted df	.255	1	77.475	.615
Based on trimmed mean	.222	1	78	.639

Based on table 8 shows that research result of homogeneity level of significances is 0,630, which are higher than level of significance (0,05). It mean $0,630 > 0,05$ this result shows that the null hypothesis is rejected and variance every class is homogen.

Table 9
Independent Samples Test

		Nilai		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.234		
	Sig.	.630		
t-test for Equality of Means	T	7.641	7.641	
	Df	78	77.438	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	16.125	16.125	
	Std. Error Difference	2.110	2.110	
	95% Confidence Interval of the Difference	Lower	11.924	11.924
		Upper	20.326	20.327

c)

Independent t-test

After the normality distribution was conducted and analyzed. Then, Independent t-test computation with level sig. $\alpha = 0,05$ were conducted. The hypothesis is used is as follow :

H_0 = There is no significant different between test result of experimental group and control group.

H_1 = There is a significant different between test result of experimental group and control group.

The table 9 shows that t_{table} is 7.641 and the degree of freedom (df) of post test 78. It mean that t_{crit} is 2,00 at the level of significance $\alpha = 0,05$ (frase in : distribution table in Arikunto, 2010). Since the t_{obt} is lower than t_{crit} ($7.641 > 2,00$) so the null hypothesis is accept. Therefore, there is a significances difference between student are thought by think pair share and those are not. This result implies that experimental class and the control class are different in term their ability after treatment.

A. *Normality Gain*

To compute normality gain of both class, the researcher used Microsoft Excel and the result of calculation normality gain had three category there was high, medium and low. Therefore, it is the result of normality gain :

1. *Index Gain Experiments Class*

There was differences category N-gain between the pretest and the posttest score of experiment class. N-gain calculation was held by using Microsoft Excel program the result is : 5 were high, 1 was low and 34 were Medium/average.

2. *Index Gain Control Class*

There was differences category N-gain between the pretest and the posttest score of control class. N-gain calculation was held by using Microsoft Excel program the result is : 27 were low, 13 were Average and 0 was high.

From explanation N-gain score in experiment and control class before, can be concluded that there is significant N-gain score from experiment class and control class, Experiment class N-gain score is higher than control class ($24,5 > 9.5$. It means that think pair share technique can improve students reading ability.

E. CONCLUSION AND SUGGESTION

Based on the data above, It can be concluded that the result of experiment's class is indicated improving because the post-test is higher than pre-test. In other word, think pair share (TPS) produces the positive effect for students. There is a significant difference between students and those who taught using Think Pair Share and otherwise. Moreover, it also could be summarized that think pair share technique can improve students' reading comprehension especially in descriptive text. Relating to the result of this research, the researcher suggests to the English teacher can use this technique in order teaching material subject, because this technique can improve students reading ability especially inteaching reading descriptive text. This technique produces good influence for students and students' motivation during teaching and learning process. Think Pair Share technique also give more chance to the students to be more active and let the students to do several practices in reading.

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