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NEGERI 1 SLEMAN IN THE ACADEMIC YEAR OF 2016/2017**

**E-Journal**



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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2016**

# USING THINK-PAIR-SHARE (TPS) TO IMPROVE THE READING COMPREHENSION OF CLASS VIII G STUDENTS OF SMP NEGERI 1 SLEMAN IN THE ACADEMIC YEAR OF 2016/2017

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## Abstract

The aim of this research is to improve the reading comprehension of Class VIII G students of SMPN 1 Sleman in the academic year of 2016/2017 through the use of Think-Pair-Share technique. This research is an action research that was conducted in two cycles. This research used qualitative data and was supported by quantitative data. Observations and interviews were conducted to collect the qualitative data. Most of the students answered the questions and gave their reason correctly. Their involvement and confidence were also improved. Meanwhile, the quantitative data were collected from pre-test, post-test 1 and post-test 2 of reading comprehension. The mean score of the pre-test or the reading test before treatment was 60.90. The mean score of the post-test 1 was 83.03. The mean score of the post-test 2 was 89.27. The improvement of the reading test score was showed by t-Test with the number of Sig. (2-tailed) of paired 1 (pretest – post test 1), paired 2 (pretest – post test 2) and paired 3 (post test 1 – post test 2) that was 0.000. It was smaller than 0.05. It can be concluded that the use of Think-Pair-Share technique improved the students' reading comprehension significantly.

**Keywords:** action research, Think-Pair-Share, reading comprehension

## Abstrak

Penelitian ini bertujuan untuk meningkatkan pemahaman bacaan siswa kelas VIII G SMPN 1 Sleman tahun ajaran 2016/2017 melalui penggunaan teknik Think-Pair-Share. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Penelitian ini menggunakan data kualitatif yang didukung dengan data kuantitatif. Observasi dan wawancara dilaksanakan untuk mengumpulkan data kualitatif. Sebagian besar siswa menjawab pertanyaan dan memberikan alasannya dengan benar. Keterlibatan dan kepercayaan diri mereka juga meningkat. Sementara itu, data kuantitatif diperoleh dari pre-test, post-test 1, dan post-test 2 yang berupa tes pemahaman bacaan. Rerata nilai pre-test adalah 60,90. Rerata post-test 1 adalah 83,03. Rerata nilai post-test 2 adalah 89,27. Peningkatan pemahaman membaca ditunjukkan dengan uji t dengan nilai *Sig. (2-tailed)* dari *paired 1 (pretest – post test 1)*, *paired 2 (pretest – post test 2)* dan *paired 3 (post test 1 – post test 2)* yaitu 0,000. Lebih kecil daripada 0,05. Dapat disimpulkan bahwa penggunaan teknik Think-Pair-Share dapat meningkatkan pemahaman bacaan siswa secara signifikan.

**Kata kunci:** Penelitian Tindakan Kelas, Think-Pair-Share, pemahaman bacaan

## Introduction

Reading is an essential skill for English as second/foreign language (ESL/EFL) students. According to Anderson (1999:1), reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas. There are some other reasons which make reading skill important. Firstly, reading needs to be mastered in order to acquire and comprehend knowledge or new information from written texts in books, magazines, news, reports, journals, essays, literatures, announcements, invitations, letters, and the other texts written in English. Secondly, reading will enhance the students to be more active in learning especially for independent learning. Lastly, most of the questions in National Examination in Indonesia are reading comprehension.

In this modern era of learning English, the ideal reading activities should be fun, interesting, challenging, and student-centered. The students need to have the opportunity to be involved actively in the learning process. It is expected that the students are confident and highly motivated to acquire the knowledge from written texts by reading them and they can comprehend the text well. According to Harmer (2001: 70), there are six principles of teaching reading. The first is reading is not a passive skill. The second is students need to be engaged with what they are reading. The third is students should be encouraged to respond to the content of a reading text, not just to the language. The fourth is prediction is a major factor in reading. The fifth is matching the task to the topic. The last is good teachers exploit reading texts to the full.

However, there were some problems that were found on the reading skill of class VIII G students of SMP N 1 Sleman. The English teacher said that the students encountered some difficulties in comprehending English texts. It was supported by the result of the pre-test which included reading comprehension questions. The other problem was the students of class VIII G of SMP N 1 Sleman were quite uninterested in teacher-centered learning activities. When a male student sitting in the corner was asked to answer a question from the textbook, he did not know what he should do or answer. It could be said that the student was less motivated and focused. The problem related to the students' confidence was also found from the result of the interview and observation.

By considering those identified problems at Class VIII G of SMP N 1 Sleman, the students' reading comprehension needed to be improved. According to Johnson and Johnson as cited by Grainger (2004:139), cooperation is working together to accomplish shared goals and cooperative learning is the instructional use of small groups so that students work together to maximise their own and one another's learning. It means that students' learning can be maximised through cooperative learning. Think-Pair-Share (TPS) technique is one of the Cooperative Learning Strategies. As stated by Lyman (1988: 19), Think-Pair-Share is a discussion cycle in which students will listen or they will be given a question or presentation. Then, they have time to think individually, talk with each other in pairs, and finally share responses with the larger group. Related to the strength of Think-Pair-Share (TPS), Robertson (2006) states that TPS technique gives student time to think about an answer and activates prior knowledge. Think-Pair-Share enhances students' communication skills as they discuss their ideas with their classmates. This technique helps students become active participants in learning process. It is supported by Solomon (2009) that Think-Pair-Share students with (a) "think-time", a period to reflect and compose their answer, (b) behavioral rehearsal time, a period to practice stating their thoughts with a classmate, and (c) fine safe options including sharing the thoughts of a learning partner.

Think-Pair-Share technique can be used to improve the reading comprehension of Class VIII G students of SMP N 1 Sleman since it provokes students to think what they were going to share then asked them to conduct a discussion. In a lesson, teacher gives students time to

think, discuss in pair with their partner, and ask them to share their idea in order to create more critical information. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed and resolved during this discussion stage. This strategy provides an opportunity for all students to be encouraged to share and express their idea with at least one other student. It increases their sense of involvement in the more challenging classroom learning activities. It also gives chances for the students to share and get the reading strategies from their partner or the other peers.

## **Research Methods**

The type of this research is action research which is focused on improving students' reading comprehension through the use of Think-Pair-Share technique. This research follows the action research design of Kemmis and McTaggart as cited in Burns (2010: 7-9) which consisted of planning, action, observation, and reflection. It was conducted from August to November 2016. The subject of this research was the 33 students of class VIII G of SMPN 1 Sleman in the academic year of 2016/2017. The data were qualitative which were supported by quantitative data. Observations and interviews were conducted to collect the qualitative data. The quantitative data were collected from pre-test, post-test 1 and post-test 2. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity as stated by Burns (1999: 161-162). Time triangulation and investigator triangulation were used to obtain trustworthiness.

## **Findings and Discussions**

In doing this research, the researcher acted as a teacher and delivered the teaching and learning process. Another English teacher acted as the collaborator and observed the teaching and learning process. There were two cycles in this research. Each cycle consisted of two meetings. Before implementing the actions, the researcher conducted a pre-test to measure the students' reading comprehension. The mean of the students' pre-test score was 60.3. It was quite far under the minimum passing grade (*KKM*) for English subject in SMP N 1 Sleman which was 75. The lowest score was 46 and the highest score was 88. The low score indicated that the students had difficulties in reading comprehension. In the end of each cycle, the researcher conducted a pos-test to see and measure the students' improvement in reading comprehension. In the first cycle, the implementation of Think-Pair-Share technique successfully improved the students' motivation to comprehend the text. Most of the students were actively involved in the learning activities. The students' reading comprehension was also improved. It was supported by the score of the post-test 1. The mean of the students' score was 83.03. Most of students obeyed and followed the procedures of Think-Pair-Share technique. In the 'think' stage, they were seriously read to comprehend the text. In the 'pair' stage, they were helped by the discussion. In pairs, they helped and fulfill each other's inadequacy. They worked cooperatively to find the reason for each of their answer. In the 'share' stage, they felt more secured and confident to present their ideas. However, there was a problem appeared. the use of Think-Pair-Share was not enough to make the students voluntarily be the first pair to share the result of their discussion. In the second cycle, the implementation of Think-Pair-Share technique was also successful in improving the students' motivation to comprehend the text. Most of the students were actively involved in the learning activities. The students' reading comprehension was also improved. It was supported by the score of the final post-test. The mean of the students' score was 89.27. Most of students seriously followed the procedures of Think-Pair-Share technique. The problem in the 'share' stage in Cycle I which was about the students' confidence and motivation to be the first volunteer to share the result was solved by offering and giving rewards to the students. The students became more active in the learning process. The students also could answer the questions correctly with the acceptable reason. It indicates that their reading comprehension was improved. To show the significance

between the previous condition and the condition after the two cycles, the result of t-Test below provided clear description.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	60,9091	33	11,50099	2,00207
Posttest1	83,0303	33	7,06437	1,22975
Pair 2 Pretest	60,9091	33	11,50099	2,00207
Posttest2	89,2727	33	8,59968	1,49701
Pair 3 Posttest1	83,0303	33	7,06437	1,22975
Posttest2	89,2727	33	8,59968	1,49701

  

	N	Correlation	Sig.
Pair 1 Pretest & Posttest1	33	,484	,004
Pair 2 Pretest & Posttest2	33	,641	,000
Pair 3 Posttest1 & Posttest2	33	,423	,014

  

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest1	-22,12121	10,17275	1,77085	-25,72831	-18,51411	-12,492	32	,000
Pair 2 Pretest - Posttest2	-28,36364	8,90863	1,55079	-31,52250	-25,20477	-18,290	32	,000
Pair 3 Posttest1 - Posttest2	-6,24242	8,51113	1,48160	-9,26034	-3,22451	-4,213	32	,000

Figure 1. The result of t-Test.

It could be indicated that the number of Sig. (2-tailed) of paired 1 (pretest – post test 1), paired 2 (pretest – post test 2) and paired 3 (post test 1 – post test 2) that was 0.000. It was smaller than 0.05. It can be concluded that the use of Think-Pair-Share technique improved the students' reading comprehension significantly.

## Conclusions

Based on the result in discussion session, several changes were indicated from the implementation of Think-Pair-Share technique in the two cycles. It can be seen that the students' behavior changed positively. The students became more helped, motivated, confident, and active in the teaching and learning process especially in the reading comprehension activities. They were actively involved in classroom discussion and voluntarily presenting the result of their discussion with their partner to the whole class and the teacher. From the result of the pre-test, post-test 1, and post-test 2, it can be seen that there were significant improvement of students' reading comprehension. It proved that the use of Think-Pair-Share technique successfully improved students' reading comprehension.

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