

# **The Effect of Think Pair and Share Strategy on Students' Reading Comprehension at Grade X SMA Negeri 2 Rantau Utara**

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The objectives of the research are to how the effect of Think Pair and Share on students' reading comprehension . Moreover, this reserch designed to sutdy how the Think Pair Share strategy can be implemented in the tenth grade students of SMA Negeri 2 Rantau utara. The tenth grade students of SMA Negeri 2 Rantau Utara had problems dealing with reading comprehension. The researcher found that tenth grade has problems in reading, such as catching the main idea, identifying the implicit and explicit information of the text, found the word meaning, and word reference. The researcher found that the teacher taught in class dominated the students. The subject of the search is the tenth grade , there are 30 students for control class and 30 studnts for experimental class. The rsearcher collected data by test, the researcher analyzed the data using the quantitative data. The conclusion in this research is a significant difference of the effect on students' reading comprehension between those who were taught using Think Pair and Share and those who were taught using Direct Instruction. It can be proved from the score result of  $t(9,48)$  which is higher than  $t_{table}(1,697)$ . The students who were taught using Think Pair Share (78,5) had higher score than those who were taught using Direct Instruction ( 56,6). It means that the students who were taught using Think Pair Share have better reading comprehension than those who were taught using Direct Instruction. The method of Think Pair Share gives opportunities to improve their reading comprehension.

Key Word: Experimental, The Effect oh Think Pair Share Strategy on Students' reading comprehension.

## **INTRODUCTION**

Reading is one of the basic skills of the students should master them at the end of their learning process is educational levels. Reading is an essential part in learning language because reading is provides multiple opportunities for students to study language, such as: vocabulary, grammar, punctuation, and the way to contructs sentence, paraghrap, and texts. According to Listiani (Faiza Maulida 2017: 50 )"Reading is essential because trough reading activity, the students can improve knowledge, information, news, attitudes, and wise in thinking". By reading we can communicate with other people trhough writen because reading is an intractive process between language and mind as intractive process, succesfull reading will be influenced by reading srategy. Another definion of reading proposed by Haris (Hanifah Khalidiyah 2015:59) "reading is result of the interaction between the perception of graphic symbols that represent language and reader's language skill and knowledge of the

word. In addition, Grabe and Stoller (Eka Fitriani 2016:192) explain reading is the ability to draw meaning from the printed page and interpret the information appropriately.

According to Kemendikbud and English book 2017 reading activities aim to build a variety of reading skills, such as the ability to understand the main ideas and residents, explicit or implicit information, as well as word, phrases and sentences. Reading activities become a means to provide language input which is the basis for the student's knowledge. The teacher needs to guide students to explore the text as an example of communication and attract the attention of students to observe things that are considered important, such as the meaning of words, phrases or sentences dominant linguistic characteristic, unique arrangement of ideas.

According to criteria of minimum completeness (KKM 2019) as a reference to reach the lowest value 75 points. But in fact, students' value under with criteria of minimum completeness (KKM). Can be seen in the following table:

Based on researcher's observation at SMA NEGERI 2 RANTAU UTARA, the writer found some problems faced by students in learning reading. And then, students were not able to answer the question and find out information from the descriptive text. It was caused by the limitation of student's vocabulary, and low motivation from teachers to learn reading text. In fact, in teaching English there are still serious problems. This is evidenced by number of students who get below average value. More than 20 students get value under the minimum value that has been determined both in daily value of the ultimate or semester exam.

To solve that problem the researcher used Think Pair and Share Strategy. Think Pair Share Strategy involves a three step cooperative structure Lyman (Diyah Reni Fauziyati 2013: 42). One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and they can improve their reading skill. Fun activity when the teacher knows strategy or technique reading. Reading does not occur in a vacuum. Students need technique in reading to achieve reading goals. It means students should get something which makes them interested in studying reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively.

There is actually a strategy that can help teachers in teaching reading, it is called Think-Pair-Share (TPS) strategy. Think Pair Share is one of the types of cooperative learning that was developed by Frank Lyman at the university of Maryland (1981) says that the TPS strategy is cooperative learning technique that encourages individual participation and is applicable across all grade levels and class size. Students think through question using three steps:

1. The first step of Think Pair Share is thinking. the teacher gives the student' time to think and answer the problematic question. this step permits the students to develop their own answer.
2. the second step of Think Pair Share is pairing. After the think time the teacher asks the students to pair and discuss their answer with the partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing with the whole class.
3. The last step of Think Pair Share is sharing. The teacher asks the students to present solution and answer individually or cooperatively to the class as a whole class. Researcher hopes that by using strategy, students should be able to identify information, communicative purpose, language features, generic structure and meaning of descriptive text.

Dealing with reading, there are so many learning strategy that can be applied in teaching reading and one of them is cooperative learning, many writers in the field of cooperative learning since then. TPS is a usefull learning technique that can be used wit all grade levels and all content are subject. it is an effective technique used to assist learners in thinking more deeply, as well as allow students the opportunity to practice in communicating their thouhgts and ideas with peers and teachers. And the advantages from TPS strategy is that students have increased wait time, the opportunity to think about their answer before thinking about who they will share with. According to schlemmer (Lumban Gaol, Reni Rosianna 2010:12) Think Pair Share is a grouping strategy that lets students collaborate on ideas, opinions, reseach topic, problem solving procedures, debate resolutions, textual analysis, and small group activities.

Some previous finding related to reseach as follow: Elva Utami (2018) in her reseach is "*The Effect Of Think Pair Share Technique on Students' Reading Comprehension Achievement*". Her reseach stated the result showed that the students' mean score of postest(84,22) in experimental class was higher than the pretest (50,16) with gain was 34,06. It showed that the hypotesis was accepted, since there was a significant increase of students' reading comprehension achievement.

Afrilianti (2014) her reseach is "*The Effectiveness of Using TPS Strategy To Improve Students' Reading Comprehension of The First Grade at Mtsn Aryojeding Rejotangan Tulungagung 2014*". Her reseach stated the result of this study showed that the mean of students score of pretest(64,3) and the mean stidents' score of posttest (81,2). the t-count was (,50), where as t-table with significant level 5% was 2,021. So t-count was greater than t-table . its mean that  $H_a$  which stated that there is significant.

Yudistira Adi Nugraha (2018) his reseach is "*The Influence Of Think Pair Share Strategy on Students' Reading Narrative Text*". His reeach stated the result of the calculating showed the value of t-table in the significant and 5% (0,05) is 1,67 and the value of t-observation is 1,85. So the result is  $1,85 > 1,67$ . it means  $t_o$  is higher that  $t_t$ , the rates of the means score of the experiential class are higher that the controlled class.

Based on the explanation and the problem experienced by the students above, the reseacher is interested in conducting a reseach entitled: "THE EFFECT THINK PAIR AND SHARE STRATEGY ON STUDENT' READING COMPREHENSION AT GRADE X SMA NEGERI 2 RANTAU UTARA".

## **THEORITICAL FRAMEWORK**

There many linguists that heve defined reading. Here will be delivered some of them. According to Nuttal (Elva Utami 2018: 102) "reading is a process in the readers to confirm, reject, or refine the information presented in the written text as reading progress". This activity deals with the meaning full interpretation of the writen text.". As for Haris (Hanifah Khalidiyah 2015: 59) "reading is the meaningful interpretation of printed or written verbal symbols". The uderstanding of reading comes from the intraction between the words that are written and how they get the knowledge outside the text.

Another definition of reading proposed by Patel and Jain (Lia Yulianingsih 2017: 99) "reading is very nessecary to widen the mind and gain understanding of the the foreig culture. Reading is certainly an important activity for expending knowledge of a language". According to Paulston and Bruder (2011: 10) "reading is the individual activity to get information excellent and unless there are contextual contstrais on the teaching situation, such as lack of electicty in the house, there is no sense in wasting class time on actual reading".

Based on theory above, the researcher concludes that reading is a process get information from the writer to the reader, by reading a lot students can understand word by word because it will enlarge vocabulry, and then must be focus or comprehension to get information.

### Think Pair and Share Strategy

Think Pair Share is a structure first developed by Frank Lyman at the Univesity of Maryland in 1981. It introduces the peer intraction element of cooperative learning in the idea of ‘wait to think’ time, which has been demostrative to be a powerful factor in improving studentd respondes to question. Think-pair and share can be defined as a multi mode discusion cycle in which student listen to a question or presentation, have to think individually, talk with each other in pairs, and finally responses with the large group. This strategy provide students with a clear focus and time to formulate individual ideas and finally sahre them to other students.

According to Lyman in journal Slone and Michthell (Eka Fitriani 2016 194:102) Think-Pair-Share activity is a learner centered and highly effective collaborative teaching strategy that is widwly used in higher education.

Think pair share is a strategy designed to provide students with “food for thought” on given topics enabling them to formulate individual ideas and share their ideas with another students.

Based on the explanation from the expert, it can be concluded the think pair strategy is collaborative learning can be help to improve students’ reading ability.

According to Arends (Eka Sustri Harida dkk 2016: 37) there were three steps in teaching reading using think pair share, as follows:

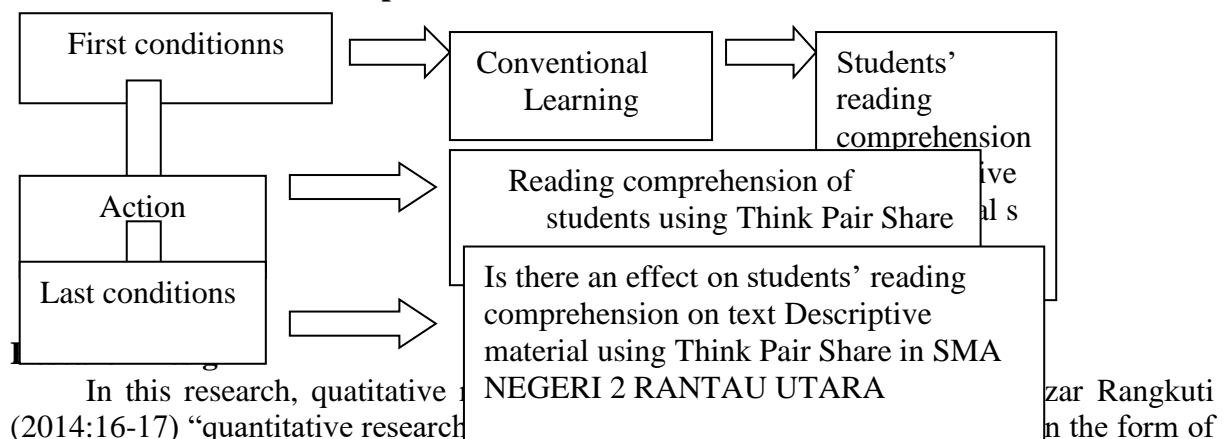
Step 1 Thinking: the teacher poses a question or an issue associated with the is lesson and ask students to spend a minute a thinking alone about the answer or the issue. Students need to be taugh the talking is not part of thinking time.

Step 2 Pairing: next, the teacher ask students to pair off and discuss what they have been thinking about. Intraction during is period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teacher sallow no more than four or five minutes for pairing.

Step 3 Sharing: in the final step, the teacher as the pair to share what they have been with the whole calss. It is effective to simply go around the room for pair continue until about a fourth or a half of the pair have had a chance to report.

So, there are three steps in think pair share. The firts step is Think, the students work independently to think about a question or issue, the second step is Pair, they pair one of their peer to share their ideas to each other and the last step is Share, the students in each pair work together to share their ideas to the class

**Table 2.1 Conceptual Framework**



In this research, quatitative (2014:16-17) “quantitative research

numbers or data that is leveraged)". Quantitative methods are called traditional methods, because these methods have been inherited as methods for research. This method is called the positivistic method because it is based on the philosophy of positivism. this method as a scientific method because it has fulfilled scientific principles that are concrete, objective, measurable, and systematic.

This research used Pre-experimental One group Pretest-Posttest. According to Sugiyono (2012:110 – 111) one group pretest-posttes in this design there is a pretest, before being treated. Thus the results of the treatment can be known more accurately, because it can compare with the condition before being given treatment.this design can be described as follows:

Class	Pretest	Treatment	Posttest
E	Y <sub>1</sub>	X	Y <sub>2</sub>
C	Y <sub>1</sub>	–	Y

## Result

### The Score Of Experimental Class

N0	Name of Students	Pretest	Posttest
1	Afrina azzahra	45	65
2	Agung gunawan	45	70
3	Agung rizky	45	70
4	Agustina sukamawati	45	70
5	Ahmad rifai	45	70
6	Ahmad sanjaya lubis	45	70
7	Amri maulana ibrahim	45	70
8	Andini putri dinanti	45	70
9	Armasyah tarigan	50	70
10	Azmi rafiq nst	50	70
11	Bebi pratiwi	50	70
12	Dafid fernando	50	70
13	Farhan ali matondang	50	70
14	Farida khoirani	50	70
15	Fatima zahara	50	70
16	Gloria febrianti	60	80
17	Grace adinda putri	60	80
18	Intan fadilla hsb	65	80
19	Juim amini	65	80
20	m. alfi syahri	65	80
21	Muhammad habibi	65	80
22	Olivi grace anggreini	65	80
23	Perianto situmorang	65	80
24	Rizka fadila sitorus	65	80
25	Riska handayani	65	80
26	Rizky khorunnisa	70	80
27	Sahril anggi sahputra	70	80
28	Sahril angga sahputra	70	80
29	Supanto	70	90
30	Widya rahmatika	70	90

## Validity Test

Measuring validity is said to be valid if the measuring instrument can measure what should be measured. In this study a test of validity was carried out, which would later be achieved if there was a match between parts of the instrument and the instrument as a whole, so as to produce instruments that did not deviate from the functions of the instrument. Testing this validity is done by analyzing item analysis. To test each item, the scores on each item are connoted by the total score using product moment correlation techniques.

Before the reseacher gives the posttest questions to students who are used reseach samples, the reseacher first do the validity to class X MIA 4, so that the posttest questions given the posttest questions given in the study can be known for validity.

After conducting a validation test on class XMIA 4 the expert research team trialled the posttest questions by determining whether or not questions number 1 through 10 correspond to valid rules, the questions will be declared valid if  $r_{\text{count}} > r_{\text{table}}$  by looking at the table if we take respondednts 30 using 0,05 the  $r_{\text{table}}$  0,349, the following table of validity calculations can be seen in the following table.

## Reliability Test

Reliable means trust worthy, so reliable. Instruments are said to be reliable if this instrument is reliable or trusted. The reliability test results in this study are interpreted using a conservative method. To interpret the price of reliability the price is confirmed to the critical price table t, table product moment with  $\alpha = .$  Based on the result, lean of the  $r_{\text{table}}$  with significant 5% = the result of posttest  $r_{11} = 0,58 > r_{\text{(table)}}$  so can concluded the test is reliable. and the result of pretest  $r_{11} = -0,2198$

## Normality Test

The normality test is used to see whether the data is normally distributed. The results of the normality test manually as in the appendix can be described in the following :

$H_0$  = Normal data distribution

$H_1$  = Data distribution is not normal

Lo                    0,25532

Lt                    0,161

If  $Lt < Lo$  then the data is normality distributed.

because in the value  $Lt < Lo$  that is  $0,161 < 0,25532$

Based on the output, the result of normality test was got the significance value of posttest 0,182768 in the real significance  $\alpha = 0.05$ , so the value  $\text{Sig} > 0,05$  ( 0,182768 > 0,162), but also in the pretest was gotten the Sig value is 0,152668 in the significant  $\alpha = 0.05$ , (0,152668 > 0,162) in the normal sig value, so that can concluded that, the distribution research is normal.

## Homogeneity Test

Homogeneity tests were conducted to determine whether the group came from a homogeneous population or not. The results of homogeneous test calculations using manually as following (see the appendix):

$H_0$  = the data is taken from the population with same variant

$H_1$  = the data is not taken from the population with same variant

$$F = \frac{\text{the bigger variance}}{\text{the small variance}}$$
$$= \frac{67,2222}{90,25}$$
$$= 0,74$$

The value of  $F_{count=0,74}$  whereas  $F_{table} = 3,20$ .

- ✓ If  $F_{count} \leq F_{table}$  so that,  $H_0$  is accepted
- ✓ If  $F_{count} > F_{table}$  so that,  $H_0$  is rejected

Because  $F_{count} \leq F_{table}$  so that,  $H_0$  is accepted and can be concluded the data has a same variant (homogeny)

### Hypothesis Test

Test of hypothesis in this research used MANUAL 20 to test the difference of recount text with effect of TPS Strategy and narrative text in conventional learning without implementation of TPS Strategy.

In pre-test, researcher found that the result of significance value is 0.05(5%), therefore researcher concluded that there was no difference of pre-test average score between experimental and control class.

In post-test result, researcher found  $db = 30$  (almost same to  $db=30$ ) with the significant level 0,05 (5%) so that can taken the  $t_{table} = 1,697$ .  $t_{count} > t_{table}$  that is  $9,48 > 1,697$  so that  $H_a$  is accepted, its mean there was significant difference in post-test average score between experimental and control class. Based on this result, TPS Strategy is effective to improve student reading comprehension in exploring descriptive text.

### Conclusions

Based on the results of the research that has been carried out and the discussion and hypothesis testing, it can be concluded that there is a significant influence on the TPS Strategy towards students' reading comprehension of narrative text of second grade students in SMA NEGERI Rantau Utara in the 2019/2020 academic year indicated by the test The hypothesis is calculated by using the t test formula with that  $t_{count} = 9,48$  and  $t_{table} = 1,697$  it explained that  $H_0$  is rejected and  $H_a$  is accepted. Because the price level  $t_{count}$  bigger than  $t_{table}$ .

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