

IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH THINK PAIR SHARE STRATEGY

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ABSTRACT

This research is designed to improve the students' reading comprehension in English through Think Pair Share strategy. the objective of the research is to develop Think Pair Share to improve the students' reading comprehension. The research was conducted by using classroom action research. The finding showed that Think Pair Share strategy was successful in improving students' reading comprehension. The improvement could be seen from the increase of students' reading scores. Besides, the finding also showed that Think Pair Share strategy was effective in enhancing the students' participation, especially in term of sharing ideas, asking and answering questions.

Keyword: Think Pair Share strategy, improve, reading comprehension

BACKGROUND OF THE STUDY

Reading is an important activity in every language. In foreign language learning, reading is the one of important skill to be taught to the student because through reading they will get information from the text that can increase their knowledge. Reading is essential skill for all students at all levels. In the era globalization, reading activity is needed because there is much information that should be known. By knowing much information, we will be able to cover the news of the world. This is spread through magazines, newspaper and book. According Grabe & Stoller (2002:9) *reading is the ability to draw meaning from the printed page and interpret the information appropriately*. As a part of language skills, reading plays an important role for the success of language learning. In reading activity, we are not only reading the text, but also trying to understand what we are reading.

Ability or skill of comprehension a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students' reading comprehension that is still far from what is being expected. Students learn to read and learn better by reading. Students can read whatever that interest them. It is difficult for students who are lazy to achieve the goal of the study. This happens to be the case found in SMP Negeri 3 Tebing Tinggi where most students still encounter difficulty dealing with English reading texts, especially in reading Narrative text.

The unsatisfactory result of students' reading comprehension regarding English texts in SMP Negeri 3 Tebing Tinggi might be caused by the following problems. First, most of the students were not interested in reading comprehension because they always get

some difficulties to know the information from the text. They could not develop their ideas or opinions. Second, there are students who do not have good motivation to read and they felt the text is not interesting for them because they must keep on looking up the words in a dictionary to find out the meaning of the words. As a consequence, most of them became passive in the class, feel bored and uninterested in reading comprehension and students are seldom engaged in cooperative and interesting work. Students work competitively and individually which trigger them to give up when dealing with difficult tasks. As a result, they end up feeling bored and unmotivated.

Referring to the problems above, it is essential to implement a method or strategy that can solve the problem, that is a strategy that can bring students out of boredom, competitive and individual class atmosphere, and that can improve students' reading comprehension in narrative text.

There are a variety of strategies to involve and engage students in reading activities. Cooperative learning is one of the strategies. According Flowers & Ritz (1994) define cooperative learning as *teaching strategy where teams of two or more work together on learning tasks*. Each member of the team brings special talents to the group, concrete or analytical abilities or others. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members successfully understand and complete it. Furthermore, cooperative learning aims at increasing students' academic achievement through a good social relationship with one another in a classroom.

From various benefits of using Cooperative Learning for students, therefore, proposes to improve students' reading comprehension in narrative text by using cooperative

learning strategy. Among a number of cooperative learning strategies, Think Pair Share strategy is chosen to be applied in the classroom to improve students' reading comprehension especially in reading narrative text. Think Pair Share is a strategy developed by Lyman (1985) to provide students with "food for thought" on given topics, enabling them to formulate individual ideas and share these ideas with another student.

Think Pair Share strategy includes three steps, namely, thinking, pairing and sharing (Lyman). In Think Pair Share strategy, the instructor poses challenging or open ended question and gives students a half to one minute to think about the question. This is important because it gives student a chance to start to formulate answer by retrieving information from long-term memory. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The instructor may wish to always have students pair with a non-collaborative group member to expose them to more learning styles. The think – pair – share strategy structure gives all students the opportunity to discuss their ideas. This is important because students start to construct their knowledge in these discussions and also to find out what they do and do not know.

Furthermore, there are several advantages of using Think Pair Share strategy. with Think Pair Share strategy students are given time to think through their own answers to the question before the questions are answered by other pairs and the disussion moves on. Students have also the oppurtinity to think aloud with another students about their responses before being asked to share their ideas publicly. Students have the opportunity for all students to share their sense of involvement in classroom learning. The students can understand the lesson and get good achievement in reading. Students

are actively engaged in the thinking and thinking becomes more focused when it is discussed with partner.

Considering the benefits of Think Pair Share strategy, the researcher is interested in applying this strategy to improve the students' reading comprehension especially in reading narrative text at MTs Cipta Simpang Dolok by conducting Classroom Action Research.

CONCEPTUAL FRAMEWORK

Reading is the activity to get the meaning from the text. To make reading active process it is necessary to find out and effective strategy in teaching reading comprehension so that the student achieve better understanding in reading texts. One of the reading strategies are trying is TPS. Think Pair Share that has three steps to recognize it in the class to students. First, the students think silently about a question posing by teacher with individuals. Second, the students are exchanges their thought, and the last the students of pairs can sharing their response with other pairs and in entire of group. Think Pair Share strategy more effective to be us to improve reading skills of the students, because Think Pair Share strategy has many advantages for the students. Think Pair Share also can help the students to activate their knowledge about the topic/ content of the text.

METHODOLOGY

The research was conducted by using classroom action research since this research was focused on the teaching and learning activities in the classroom. This action was designed to improve the students' reading comprehension through Think Pair Share

strategy. According Tomal (2003:5) action research is *a systematic process of solving educational problems and making improvements*. Action research is a discipline process of inquiry conducted by and for those taking the action. The classroom action research design of this study was a collaborative classroom action research in which the researcher was assisted by one of the English teacher of MTs Cipta Simpang Dolok.

It is applied to see the improvement of students' reading comprehension in narrative text by using Think Pair Share strategy. The researcher applies two cycles and giving instrument in teaching and learning process till the significant result has been gotten. This study implement the four steps in each cycle: planning, action, observation and reflection.

Planning was the arrangement for doing something, include prepare lesson plan, prepare the students in group, material, facilitation and media, activities which doing do in group, instrument and prepare the assignment. Each meeting would be done for ninety minutes. The researcher introduce about narrative text, the characteristics of narrative text, like social function, generic structure and grammatical features.

Action is the process doing things, it is implementation of planning. In this step, the students will be taught how to comprehend reading narrative text through Think Pair Share strategy.

Observation was conducted to observe the students' activities during the process teaching and learning. The observation involved the information about the difficulty of students and other influenced factors that obscure the students' activities, comment and certain behavior, attitude, performance and all activities during learning process.

Reflection is the feedback process of the action. It was used to help the teachers make decision because the reflection was done in order to analyze the situation and make conclusion what to do next. In this phase, the researcher reflected anything that has been done before. The reflection process was based on the data, interview sheet, and observation sheet.

RESULT AND DISCUSSION

Think Pair Share is a cooperative learning strategy that is effective in changing the discourse pattern in classroom. As one of the cooperative learning strategies, Think Pair Share strategies encourages students to work collaborative faster and more efficiently.

The result of the research using Think Pair Share strategy indicated that there was an increase in students' average scores, from 54, 16 in the orientation test, 63, 83 in the cycle I, and 74, 66 in the cycle II. Besides, the number of students who got score higher than 70 or more was also increased, from two students (6,6%) in the orientation test, four students (13,3%) in the cycle I, and twenty seven (90%) in the cycle II.

The improvement of the students' can be seen from the mean and percentage of students' passing up the test start in orientation, cycle I and cycle II. Based on the mean above it can conclude that the students' achievement on reading comprehension had improved. It can conclude that Think Pair Share strategy worked effectively and efficiently in helping the students in improving reading comprehension especially in reading narrative text.

The success of the implementation of Think Pair Share strategy that had been proven to improve the students' reading comprehension as well as enhancing students' participation in terms of sharing ideas, asking and answering the questions was closely related to the role of the teacher. The teacher did not only involve in designing lesson plan, preparing the materials as well as the media but also in developing the procedures of Think Pair Share strategy that ultimately resulted in the increase of students' reading comprehension scores and participation. It was proven when the teacher developed the Think Pair Share strategy .

CONCLUSIONS AND SUGGESTIONS

After the Think Pair Share strategy was implemented and developed through two cycles, it concluded that this strategy can to improve or progress students' reading comprehension of the first year students of MTs Cipta Simpang Dolok. Moreover, students were active in the class using Think Pair Share strategy in terms of sharing ideas, asking and answering questions. In addition, the students' opinions toward the implementation of Think Pair Share strategy were positive.

Having completed teaching and learning process, it was found that by applying Think Pair Share strategy, because students can learn being aware they are studying, thus without boring, they can learn how to share information, summarize idea, identify the components of narrative text namely generic structure, social function, and the language features. Furthermore, students to active Think Pair Share strategy was motivated the students to active in reading comprehension. It gives much opportunity to the students to share their thought, and cooperate in a small group.

Think Pair Share strategy has been proven to improve the students' reading comprehension in terms of sharing ideas, asking and answering questions. However, this success will not be reached if teachers have no prepare media and materials in using the strategy. Teaching does not only mean coming to class and teaching the students the way it is, but teaching also means that teachers should prepare all the right things, like media, material.

To English teacher, they are suggested to use Think Pair Share in teaching reading comprehension because this strategy can make the students easy to understand and to motivate them to cooperate in their pairs. Besides that, the teachers should create the classroom atmosphere alive to facillitate.

To the students, they are suggested to follow this strategy because they are trained to be more active and link the teacher's knowledge with the material given by teacher. The students' interesting in learning English, especially reading narrative text.

To the readers, they are suggested to use this strategy because it can improve their reading comprehension and it can strengthen this cognitive so you can remember the content of the reading text.

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