THE EFFECT OF THINK-PAIR-SHARE STRATEGY ON THE ABILITY OF THE FIRST YEAR STUDENTS IN COMPREHENDING DESCRIPTIVE TEXT AT SMAN 1 TEMPULING

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Abstract : *This research is aimed to find out whether there is a significant effect of using think-pair-share in teaching reading descriptive text of the first year students of SMAN 1 Tempuling in the Academic Year 2016/2017 in reading descriptive text. This is a pre-experimental research conducted by using a pre-test – treatment – post-test design. This research used one group pretest-posttest design. The instrument of this research was a reading comprehension test in the form of multiple choices. The population of this research is the first grade students atSMAN 01 Tempuling. There are 161 students in six classes. For the sampling the writer took one class based on the cluster random sampling technique. The collected data were analyzed by using t-test formula. The result of data analysis showed the mean score of pre-test was 65.07 and the mean score of post-test was 67.20. The results of the data analysis illustrates that there are significant effects of using think-pair-share on the students' reading ability.*

PENGARUH STRATEGI *THINK-PAIR-SHARE* PADA KEMAMPUAN MEMBACA SISWA TAHUN PERTAMA DALAM PEMAHAMAN TEKS DESKRIPTIF DI SMAN 1 TEMPULING

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Abstrak : Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dengan menggunakan think-pair-share dalam mengajar membaca deskriptif teks siswa tahun pertama SMAN 1 Tempuling Tahun Akademik 2016/2017. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan dengan menggunakan desain pre-test - treatment - post-test. Penelitian ini menggunakan desain satu kelompok pretest-posttest. Instrumen yang digunakan dalam penelitian ini ada tes pemahaman membaca dalam bentuk pilihan ganda. Populasi dalam penelitian ini berjumlah 161 siswa kelas sepuluh SMAN 1 tempuling. Untuk menentukan sampel penulis menggunakan teknik cluster random sampling. Data yang diperoleh kemudian dianalisis degan megguanakan SPSS version 16.0. Hasil analisis data memberikan gambaran bahwa terdapat pengaruh yang signifikan penerapan think-pair-share terhadap kemampuan siswa dalam menulis.

Kata Kunci: Kemampuan Membaca, *Think-Pair-Share,* Teks Deskiftif

INTRODUCTION

Reading is one language skill that is very important for the students because it can enrich their knowledge and vocabulary. Reading also helps students get more information. Therefore, they need to increase their reading comprehension. Reading is a very fundamental skill. The fundamental goal of any reading activity is to understand the content and to know the language. It means that the students do not only have to comprehend the meaning of what is written, but also to know the structure of the text. Reading is still difficult for the students to master. Therefore, English teachers need to know how to solve the problem by improving the students' reading comprehension. English teachers should train the students to have good reading skill.

Good teachers have the ability to adapt a number of different roles in the class, depending on what students do. But, in fact it can be seen that many teachers of Senior High Schools act as the focus of attention in teaching learning process. As a result, the students cannot take much responsibility for their own learning.

Another problem isteacher tend to teach reading in conventional method such as; the teacher explaining, describing, and dominating the lesson. Meanwhile, the variation in teaching has a high value to get students' understanding.The observation result when the writer conducted teaching practice in class IX of MTS Muhammadiyah 1 Pekanbaru, the students' reading ability is still poor.

There are some possible reasons why it is hard for the students to get information from the reading text. First, the students have limited vocabulary. It is hard for the students to remember the new words. Second, they not motivated to lean since they have limited opportunity to express their ideas. The teachers and students have limited time in teaching learning process.

Teaching methods influence students' reading ability. Nowdays, in the developments of education there is a teaching method named cooperative or collaborative learning strategy. Cooperative learning gets more students' participation. Students work in pair or in small groups. This strategy leads students to feel more positive about themselves, about each other, and the subject they are studying. Students can share with their friends what they think about the subject. This way is more effective and becomes essential for the students' skill than when they learn apart from each other.

There are many teaching strategies that may be used for teaching reading, such as Think-Pair-Share, graphic organizer, word splash, TGT, IEPC, etc. The writer chooses Think-Pair-Share strategy to help students overcome their problem in reading. Think Pair Share is very effective for srudents' reading activities which was developed by Frank Lyman (1981). Think Pair Share design provides students with a given topic enabling them to formulate individual ideas with other students.

The writer uses Think-Pair-Share strategies because the superiority that the students can develop self potential which they have, either the average students or the students have low academic. The students who have high academic will be a tutor for the students who have low academic. In tutoring process the ability of the students academic will increase because the existence of positive interdependence, it means that the success of the group depends on the effort of every member.

The writer is expected to help teachers with an appropriate method in teaching reading,because there are several methods that teacher can use. Think-Pair-Share is the one of the successful learning strategies in organizing content, students will be involved

directly related to the topic being discussed to the class. It can also helpteachers to manage the class to be more interactive than lecture section and students can develop their critical thinking (Radhakrishna, Ewing & Chiktimmah, 2012).

A number of studies have revealed that Think Pair Share is an effective and benefical strategy to improve English learning, especially for reading comprehension. Therefore, this research will investigate the effects of this method through an experimental study. In order to obtain complete data for this reseach,the writer investigates students' influences of reading ability by using Think-Pair-Share that will be applied in classroom.

RESEARCH METHODOLOGY

This research was conducted on the grade X of SMAN 1 TEMPULING in academic year 2016-2017 which is located on Jalan Provinsi Sungai Salak. The data were collected from 24 October up to 25 November 2016 (6 meetings).

The instrument used to collect the data was a reading test. The procedures consisted of seven stages: (1). Teacher prepares the pictures that relate to the purposes of the teaching and learning target. (2). Teacher hangs the picture at the white board. (3). Teacher shows picture which are related to learning material. (4). Teachers asks students to analysis the picture. (5). Teachers asks the students to express their thinking about the picture. (6). Teacher discusses with the students about their result. (7). Teacher concludes the material.

The data were analyzed by using statistical analysis. In order to compare the results of students' reading test through the pre-test and post-test, the t-test was used by employing SPSS 20.0. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t–test to compare the differences of students' scores in the pre-test and the post-test.

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 1.2 the Classification of Students' Score

Test Score	Level of Ability
81 - 100	Excellent
61 - 80	Good
41 - 60	Mediocre
21 - 40	Poor
0 - 20	Very Poor

(Adapted from Harris: 1974)

THE RESEARCH FINDING

The data were collected by giving a reading test to the students. The students were required to answer the questions. The research conducted six meetings where two meetings for pre-test and post-test and four meetings for the treatment. The pre-test was given at the beginning of the research to find out the students' reading ability before the

treatment and the second test was given after the treatment had been applied. After analyzing the data, the significant difference between two means, the test of significance, and the difference of the average scores between the pre-test and the post-test were found.   The test results are presented by the researcher to show the students' ability in each component of reading. In reading, the students were assesses in eight components, they were: finding main ideas, finding factual information, guessing vocabulary in context, identifying reference, making inference, identifying social function, identifying generic structure, identifying language feature.

The finding shows there is significant effect in reading descriptive text by using think-pair-share. Their improvement in reading score is proved through their pre-test and posttest score.

Table 1.1 The Classification of Students' Score in Pre-test

No	Range	Ability Level	Frequency	Percent %
1	81-100	Excellent	1	3.84%
2	61-80	Good	19	73.07%
3	41-60	Mediocre	5	19.23%
4	21-40	Poor	1	3.84%
5	0-20	Very Poor	0	0%

(Adapted from: Harris, 1974)

Table 1.2 Descriptive Statistic of Pre Test

	Mean	N	Std. Error of Mean	Std. Deviation
Pretest	65.0769	26	1.91586	9.76902

After the writer conducted the pre-test, the teacher taught the students by implementing Think-Pair-Share strategy for five meetings. After that, the writer gave the students the post-test. The post test was given by asking the student to answer 25 questions about descriptive text. It was done after treatment process. This test was intended to know the students reading achievement after being taught using Think-Pair-Share strategy. The result of students' score in post test was shown on Table 1.3 below

Table 1.3 Descriptive Statistic of Post Test

	Mean	N	Std. Error of Mean	Std. Deviation
Post test	76.0000	26	1.48842	7.58947

Table 1.4 The Classification of Students' Score in Post-test

No	Range	Ability Level	Frequency	Percent %
1	81-100	Excellent	5	19.23%
2	61-80	Good	20	76.29%
3	41-60	Mediocre	1	3.84%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%

(Adapted from: Harris, 1974)

The data showed that the score after being taught by using Think-Pair-Share strategy was better and higher than was before using Think-Pair-Share strategy.

The Result Of T-Test Table

In this research, "t" test formula is used to compare the pre-test and the post-test results of determine whether the hypothesis is accepted or rejected and to see whether the instruments in treatment could give an effect on students' reading comprehension or not.

In performing experimental research, hypothesis is required to see whether there is a difference after the activities are completely performed. The mean score of pretest achieved by the first year students was 65.0769. Furthermore, when the treatment had been given to the students, the enhancement of students' reading comprehension occurred.

The improvement can be seen in their mean score as shown in the posttest results is 76.00. the margin of pretest and posttest achieved was 10.92. The increased score of pos-test indicates that the hypothesis is accepted. The results of 't' test formula is also required. The 't' test formula shown in table 4.3

$$
\begin{aligned}
\text{t table} \quad &= \text{n-1} \ (\alpha 5\%) \\
&= 26\text{-}1 \ (\alpha 5\%) \\
&= 25 \ (\alpha 5\%) \\
&= 2.06
\end{aligned}
$$

Table. 1.5. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	70.0000	26	7.58947	1.48842
Pre-test	65.0769	26	9.76902	1.91586

Based on the table 1.5, the mean score of pre-test is 65.0769 and in the post – test is 70,00. The difference of the mean score between pre-test and post-test is 10.92. The gap of mean score shows an effect of students' reading comprehension in the reading test. Standard deviation shows values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is

9.76902, while standard error of mean is 1.91. The standard deviation and standard error of mean of post-test are 7.58947and standard error of mean is 1.48.

Discussion

Based on the description of the data, the writer can say that Think-Pair-Share strategy is applicable for teaching reading English in descriptive text. This study is related with the research that has been conducted by Dede Rillyanto with the title was *"Increasing Reading Comprehension of the Eleventh Grade Students through Think-Pair-Share Technique".* His research showed the result of the posttest to both experimental and control groups, the researcher found that mean score of the experimental group after treatment was 87.1 whereas the mean score of the control group after treatment was 84.2.

The similarities between this study and the earlier research that were the writer also uses the Think-Pair-Share in teaching reading. The experiment has an effort to get some increasing in the teaching reading to the tenth grade students of the senior high school students. By showing the result, the researchers found some strengths of this Think-Pair-Share strategy. It could motivate the students to work cooperatively in order to help their friends in reading activities. Besides, this strategy can improve their ability in comprehending the material and explaining each other about the reading text. The research seems similar to the writer's research, but there are differences between this study with Dede's previous research. Firstly, in conducting the research, Dede found out the result of pre test and post test by applying a pretest and posttest design, but Dede involved two groups, experimental and control groups. And the last in Dede research, the population was used on the eleventh grade students of Senior High School, Meanwhile the population in this research was on the first year students of Senior High School.

According to Yeni Arisandi Supyandi with the title was *"The Influence of Think-Pair-Share Strategy on The Students' Reading Ability at The Tenth Grade Students of SMK An-Nahl Cibeber Cianjur".* The similarities between this study and the Yeni's early study were the result of this research indicates that the students reading comprehension has increased. Teaching by using think-pair-share strategy has significance effect on students' reading ability. It also as similarity for the sampling, Yeni took one class based on the cluster random sampling technique which consisted 35 students. The instrument of this research also was reading comprehension test. The data of this research were collected by giving the reading comprehension test to the students as sample.

Both of their studies showed positive effects to students' achievement in reading. Think-Pair-Share strategy in their study can increase students' score in reading. It showed that think-pair-share is more effective than conventional teaching reading for the students in the classroom.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings in chapter IV, the writer concludes that Think-Pair-Share can increase the reading comprehension achievement of the first year students in SMAN 1 Tempuling. Think-pair-share strategy gives the positive effect in increasing the students' reading comprehension achievement through its three steps, which are think, pair, and share that enable to help students in comprehending the text and do the task better and properly with a good preparation. The result of the test from teaching reading comprehension by using Think-Pair-Share strategy shows that the students could understand the text better, because Think-Pair-Share strategy provides students' opportunity to act as resources for each other and get more active role in their learning.

It is proved that the Think-Pair-Share strategy is a simple strategy for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. Then the students work together to solve a problem or answer a question about an assigned reading. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

Suggestions

Referring to the conclusion above, the writer would like to offer several suggestions. The suggestions are expected to be beneficial for the teachers and students in teaching and learning English especially in teaching reading. They are as follows:

1. There must be a good preparation of the material and time allocation from the teacher, because the material have to be delivered and explained to the students completely and clearly.

2. The teacher must be able to control the class to avoid too much noise during the process.

3. The further researcher should try to conduct this strategy in other levels of students and in various contexts in order to discover its effectiveness in developing the students' reading skills.

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