IMPROVING THE READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMPN 1 KEMUNING INDRAGIRI HILIR BY USING THINK PAIR SHARE TECHNIQUE THROUGH RECOUNT TEXT

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Abstract : This classroom action research was aimed to know whether think pair share technique can improve the reading comprehension of the second year students of SMPN 1 Kemuning Indragiri Hilir through recount text. This research consisted of two cycle. There were thirty students participated in this study. The data were collected from the reading comprehension tests, observation sheets, and field notes. The results were that The average score of pre-test was 63 (Fail). Then, the average score of the students in the first cycle-test was 75 (Good) and the last, the average score of the students in the second cycle-test was 79 (Very Good). In addition, from the observation sheets result, there was an improving of students' participation in every single activity and also in their cognitive, affective and the psychomotor . Based on the tests, it can be concluded that think pair share technique can improve the reading comprehension of the second year students of SMPN 1 Kemuning Indragiri Hilir through recount text. This research also recommended the students and other researchers to conduct similar research to get further information.

Keywords : improving, reading comprehension , think pair share tecnique , recount text

MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS 2 SMPN 1 KEMUNING INDRAGIRI HILIR DENGAN MENGGUNAKAN TEKNIK THINK PAIR SHARE PADA TEKS RECOUNT

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Abstrak : Penelitian tindakan kelas ini digunakan untuk mengetahui apakah teknik think pair share dapat meningkatkan pemahaman membaca siswa SMPN 1 Kemuning Indragiri Hilir pada teks recount. Penlitian ini terdiri atas dua siklus. Terdapat 30 siswa yang berpartisipasi dalam penelitian ini. Data dikumpulkan dari tes membaca, lembar observasi dan catatan lapangan. Hasil dari penelitian ini adalah nilai rata-rata dari pre-test 63 (Gagal). Lalu, nilai rata-rata siswa pada test siklus pertama yaitu 75 (Baik) dan nilai rata-rata siswa pada tes siklus kedua yaitu 79 (Sangat Baik). Sebagai tambahan pada hasil lembar observasi, terdapat peningkatan pada keikutsertaan siswa dalam setiap aktivitas dan juga pada kemampuan kognitif, afektif dan psikomotor. Berdasarkan tes tersebut, dapat disimpulkan bahwa teknik think pair share dapat meningkatkan pemahaman membaca siswa kelas 2 SMPN 1 Kemuning Indragiri Hilir pada teks recount. Penelitian ini juga merekomendasikan para siswa dan peneliti lainnya untuk memlaksanakan penelitaian yang sama untuk mendapatkan informasi yang lebih lanjut.

Kata Kunci : peningkatan , pemahaman membaca, teknik think pair share, teks recount

INTRODUCTION

English is one of the languages that have to learn. It means that students have to be able to understand and share their ideas, information, thought, opinions, and feeling in English through spoken or written texts. Therefore, English teaching and learning cover the four language skills divided into listening, speaking, reading, and writing skill. Among those four skills, reading is one of four language skills that should be mastered by students.

Reading is an exercise dominated by eyes and the brain then has to work out of significance of these messages. According to Harmer (1998), reading is useful for other purposes too. Based on the 2006 Competency-Based Curriculum, the first year of junior high school focused on five genres. They are descriptive, new item, recount, recount, and procedure. In other word, so we could say that expectation of the curriculum is to make the students understand what the text is about and what the characteristic of the text. In this research, the writer focused on compehending recount text.

Based on the writer experiences, there are some problems identified on the ground when providing reeading materials to the students, especially the recount text. According to the writer's informal observation for 2 months in SMPN 1 Kemuning Indragiri Hilir, the students' difficulties in reading were caused by three factors such as most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic text and the problems also come from the teacher doesn not use appropriate technique to teach reading that encourages students to be active and make the teaching learning process become monotonous.

From those problems the writer wants to try to use cooperative learning because it gives many benefits for students in improving students' reading comprehension. The students can interact and share their ideas with their group and work together to solve a problem. Besides, the students can complete a task or accomplish a common goal. The important aspect for this technique is avoiding the students' boredom and ignoring the lesson or even sleeping. One of the techniques in cooperative learning is Think Pair Share (TPS) strategy.Think pair share is a good technique to help the students understand the text. As Lie (2002) that states that Think-Pair-Share is a technique that gives the opportunity to the students to work alone and also in a group.

This study held on SMPN 1 Kemuning Indragirgi Hilir that located on Lintas Timur street, Selensen, Indragiri Hilir, Riau. Therefore the writer want to conduct a research and want to see can think pair share technique improve the reading comprehension of the second year students of SMPN 1 Kemuning, Indragiri Hilir through recount text. So the results of this research are expected to help the students in improving thei reading comprehension, especially in reading recount text in English subject.

Based on the preceding elaboration the researcher decided to conduct a research entitled Imroving the Reading Comprehension of The Second Year Students of SMPN 1 Kemuning Indragii Hilir by Using Thing Pair Share Technique Through Recount Text

RESEARCH METHODOLOGY

Research Design

This research is a classroom action research. According to Mc Niff (1998) in Fadli (2006), Action research is a form of self reflective inquiry undertaken by participants (teachers, students or principals) for example in social (including educational) situations in order to improve the rationality and justice of ; (a) their own social or educational practice; (b) their understanding of these practice and (c) the situations in which these practices are carried out.

Action research is a process in cycle. In fact it is unfinished cycle. There are some steps that the writer should know if they want to conduct the action research. It begins with planning, action, observation and reflection. Research procedure could be drawn as follows :
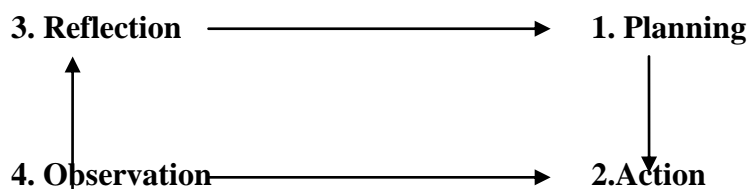
Instrumentation and Analysis

The data was collected by administering a reading test in the pre-test and post-test. Pre-test was given before the teacher applies the technique. Then, the writer starts to apply Think Pair Share technique in reading recount text. And last, the post-test was given to the students. The test consisted of thirty items. There were some techniques to collect the data for this research as below:

1. Test

In order to measure students' achievement, the writer gave a test. The test has been designed based on reading components. It is in the form of multiple-choice for both pre-test and post-test. The students were asked to answer the questions based on the reading texts. It consisted of thirty items or questions intended to find out the students' reading comprehension in the text.

Table 3.1 The Blue Print of The Test Item

No.	Text	Component of Reading/ Generic Structure of Recount Text	Amount of item	Test Number
1.	Text 1	Factual Information/ /Event/Reorientation	3	1,2,3
		Main Idea/ Orientation	1	4
		Guessing Vocabulary	1	5,6
		Reference	1	7
		Inference	1	8
2.	Text 2	Factual Information/Event/Reorientation	3	9, 10,11
		Main Idea/Orientation	1	13,14
		Guessing Vocabulary	2	12, 15
		Reference	1	16
		Inference	1	17
3.	Text 3	Factual Information/Event/Resolution	4	18, 19, 20
		Main Idea/Orientation	1	21
		Guessing Vocabulary	1	22
		Reference	1	23
		Inference	1	24
4.	Text 4	Factual Information/Event/Resolution	3	25, 26
		Main Idea/Orientation	1	27
		Guessing Vocabulary	1	28
		Reference	1	30
		Inference	1	29
Total of Items			30	30

2. Observation

In this observation, the writer collaborated with other English teacher to observe the implementation of teaching reading comprehension by using Think Pair Share technique. The observer marked (√) in the column "yes" or "no" in the observation sheets that are prepared by the writer.

Table 3.2 Observation Sheet for The Teacher

No.	Observation Points	Yes	No
1.	The lesson plan and the text have been well prepared		
2.	The teacher explains about recount text to the students clearly		
3.	The teacher checks students understanding about recount text like the social function as well as the generic structure efectively		
4.	The teacher explains about how to use Think Pair Share technique in comprehending recount text to the students properly.		
5.	The teacher check students understanding about how to use Think Pair Share technique accurately		
6	The teacher has provided reading text wich are propriate to the student level		
7	The teacher asks the students to answer several comprehension questions.		

Table 3.3 Observation Sheet for The Students

No.	Observation Points	Yes	No
1.	Students can observe the recount text that explained by the teacher enthusiastically		
2.	Students understand about recount text properly		
3.	Students can answer teacher's question confidently .		
4.	Students understand how to apply theThink Pair Share technique that taught by the teacher clearly		
5.	Students comprehend the text and share their idea with their pair conducively		
6.	Students are able to answer the question correctly		

3. Field Notes

Field notes were used to note the students' activity which is not notice in the previous instruments. In applying this instrument, the writer was helped by an observer. She noted the students' activities during the research are being done. Moreover, the observer noted any activities and situation happen during a research. Such as how many students were noisy during teaching and learning process, whether the students focus to the lesson or not, or whether the teacher control the students in the class.

There are two techniques of collecting data that were used as follow:

1. Quantitative Data

Before calculating the average score of the students' reading comprehension skill, the writer have find out of students' reading comprehension scores individually. The writer have give the score for each indicator for every student.

After finding students' reading comprehension score individually, the quantitative formula have be used to find out the average score of students' reading comprehension skills. The formula is as in the following:

$$m = \frac{\sum fx}{N}$$

Where:

m = mean

$\sum fx$ = total number of items which the students got right

N = number of the participants

(Heaton, J.B, 1997)

2. Qualitative Data

The qualitative data were gained through observation checklist and field note have been analyzed as follows:

1) Data managing: data get from the observation to get good result and easy to analyze.
2) Reading and Memoing: the writer and collaborator have read all field notes and memos noted during the research and give comment to get sense of data.
3) Describing: the data gotten during the research have be described in order to provide detail information about Reading aloud.
4) Classifying: the data have categorized into small unit based on the data and field notes found during the research.
5) Interpreting: in these steps the data have be interpreted into general conclusion of general understanding.

Gay (2000).

THE RESEARCH FINDING

1. The Result of The Test

In this research, the researcher found that there was an improvement in students' reading ability in comprehending recount text by think pair share technique. It could be seen from the students' ability level in comprehending recount text from the pre-test to second cycle-test. Here is the table of students' level in comprehending recount text.

Table. 4.8 Students' Level in Comprehending Recount Text Based on KKM

No.	Test	Ability Level		
		Fail	Good	Very Good
1.	Pre-Test	73.33%	0%	26.67%
2.	First Cycle Test	63.33%	0%	36.67%
3.	Second Cycle Test	33.33%	0%	66.67%

Based on the table above, we can see that the percentage of Fail level based on minimum criteria of achievement (KKM) in the pre-test is 73.33% and decreased become 63.33% in first cycle test and also become 33.33% in the second cycle. The percentage of Very Good level also improved, it is 26.67% in the pre-test become 36.67% in first cycle test and 66.67% in the second cycle.

Table. 4.9 Students' Level in Comprehending Recount Text Based on Level of School

No.	Test	Ability Level			
		(A)	(B)	(C)	(D)
1.	Pre-Test	26.67%	10%	46.67%	16.66%
2.	First Cycle Test	36.67%	40%	23.33%	0%
3.	Second Cycle Test	66.67%	13.33%	20%	0%

Based on the precentage, we can see the improvement from the level of school. The table above proved that the percentage of the students who got A in the pre-test was 26.67% increased become 36.67% in the first cycle test and 66.67% in the second cycle test. The percentage of the students who got B in the pre-test was 10% also increased become 40% in the first cycle test ,but decreased become 13.33% in the second cycle test because the students who got score B already increased their score become A . Then, the percentage of the students who got score C in the pre-test was 46.67% become 23.33% in the first cycle test and also decresed in the second cycle test become 20%. And the last, 16.66% students who got D in the pretest ,but in the first and second cycle test there is no more students got D based on the level of school.

Table. 4.10 The Comparison of Mean Score of Pre-Test,
First cycle Test and Second cycle Test

Pre-Test Average Score	First Cycle Test Average Score	Second Cycle Test Average Score
63	**75**	**79**

The table above found that the difference mean of the Pre-Test, First cycle Test and Second cycle Test scores are 12 and 4 . Based on the fact above, the researcher decided to stop this cycle because it showed the satisfied result. Then, it can be conclude that Think Pair Share Technique could improve the reading comprehension of the second year students of SMPN 1 Kemuning Indragiri Hilir through recount text

2. The Result Observation Sheet

In conducting research of applying think pair share technique to improve reading comprehension students, the researcher found some improvements of the students' activities in the classroom and also the

CONCLUSIONS AND RECOMENDATIONS

Conclusion

Based on the result of data analysis in, the researcher concluded that think pair share technique can improve students' reading comprehension of recount text. It can be seen from students' score and participation in the classroom. The results were that The average score of pre-test was 63 (Fail). Then, the average score of the students in the first cycle-test was 75 (Good) and the last, the average score of the students in the second cycle-test was 79 (Very Good). In addition, from the observation sheets result, there was an improving of students' participation in every single activity and also in their cognitive, affective and the psychomotor.

Recomendation

Based on the result of the classroom action research, the researcher would like to give some suggestions as follows:

1. For teacher, think pair share technique can be applied as one of the technique to improve students' reading comprehension of recount text in English teaching learning process. In short, the teachers should be a facilitator in creating and building an effective reading class.

2. For the students, they should be more attentive with the strategy given by the teacher. If the students are not comfort and bored with the way of the teacher strategy, the should ask the teacher to change and give another strategy which more easily for the students to grasp the lesson.

3. For future researcher, they can use this research as a literature to guide them when they want to do the similar research. This research will help the future researcher to find out the alternative strategy which is supported and combined with think pair share techique.

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