

**THE EFFECT OF THINK PAIR SHARE TECHNIQUE  
ON THE ABILITY OF THE FIRST YEAR STUDENTS OF  
MADRASAH ALIYAH DARUL HIKMAH PEKANBARU  
IN COMPREHENDING NARRATIVE TEXTS**

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**Abstract:** *This research is aimed at finding out whether there is significant effect of using TPS (Think –Pair- Share) technique on the students ability of the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru in comprehending narrative texts. The design of the research is pre-experimental. The population and sample are the first grade student of Madrasah Aliyah Darul Hikmah Pekanbaru. The number of sample is selected by using cluster random sampling technique. To get the data, the researcher conducted a pre-test and a post-test, then the results are analyzed using quantitative data calculated by SPSS 16 version. The result of sig. value is 0.000. It can be stated that  $0.000 < 0.005$ . Then, the result of t-test is 14. 82, meanwhile t-table is 1.701. The t-test is higher than the t-table. It means that Hypothesis is accepted. In other words, there is a significant effect of using TPS (Think-Pair-Share) technique on the students ability of the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru in comprehending narrative texts.*

**Key words:** *TPS(Thnik-Pair-Share), technique, reading comprehension, narrative text.*

# **PENGARUH DARI *THINK PAIR SHARE* TEKHNIK PADA KEMAMPUAN SISWA KELAS SATU MADRASAH ALIYAH DARUL HIKMAH PEKANBARU DALAM MEMAHAMI TEKS NARASI**

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**Abstract:** Penelitian ini bertujuan untuk mengetahui pengaruh dari penggunaan teknik TPS (Think –Pair- Share) terhadap kemampuan siswa pada kelas satu Madrasah Aliyah Darul Hikmah Pekanbaru dalam memahami teks narrative. Jenis penelitian yang digunakan pada penelitian ini adalah pre-eksperimental desain. Populasi dan sampel adalah kelas satu Madrasah Aliyah Darul Hikmah Pekanbaru. Jumlah sampel dipilih dengan menggunakan cluster random sampling. Untuk mendapatkan data, peneliti melakukan pre-test dan post-test, kemudian hasilnya dianalisis menggunakan data kuantitatif yang dihitung versi SPSS 16 . Hasil dari sig. nilainya adalah 0,000. dapat dinyatakan bahwa  $0,000 < 0,005$ . Kemudian, hasil t-test adalah 14. 82, sedangkan t-tabel adalah 1.701. Uji-t lebih tinggi dari t-tabel. Itu artinya hipotesis diterima. Dengan kata lain, ada pengaruh signifikan menggunakan teknik TPS (Think-Pair-Share) terhadap kemampuan siswa kelas satu Madrasah Aliyah Darul Hikmah Pekanbaru dalam memahami teks narrative.

**Kata Kunci:** *Think Pair Share*, Kemampuan Membaca, Teks Narasi

## INTRODUCTION

English is an international language that many people use it either as a second language or as a foreign language. As a foreign language English is used for international communication across frontiers, hence it requires learners to master all components. Brown (1994) stated that in learning English there are four skills must be mastered by the learners namely listening, speaking, reading, and writing.

Reading is one of the important skills in English because by reading a lot of people gain information. According to George (2012), reading text is an important way for the people in societies to access information and makes meaning. In finding out the information of such reading text, the reader should have a good comprehension that will guide them to find out meaning of the context, stated or not stated meaning. Therefore, there are two important points of reading which are related among others, they are comprehension and meaning.

Based on the National Guideline of the 2006 (KTSP) curriculum of senior high school, the students have been taught reading and it requires them to be able comprehend the reading text. Based on the writer's preliminary observation at MA Darul Hikmah Pekanbaru, English is taught twice in a week in which each meeting is 90 minutes. On the syllabus of MA Darul Hikmah Pekanbaru, there is one standard competency must be achieved by the students that is the students are expected to be able to understand messages in text accurately, fluently, and appropriately. The minimum standard of achievement in English subject is 75. There are some genres of the reading text commonly discussed on the book of specifically at the first year of MA Darul Hikmah, they are: recount, narrative, descriptive, report, procedure and news item.

From the observation, reading was taught by using three phase of techniques. Firstly, teacher reviewed the characteristic of the texts based on the genre including the kinds of the texts, the social function of the texts, the text organizations, and the language features. Secondly, teacher asked students to read and indicate the characteristics of the text at a particular time. The last, after reading the text, teacher gave feedback toward students' reading. In conclusion, reading was taught maximally. In contrast, most of the students still faced problems and got difficulties in reading, especially in narrative text. Furthermore, the writer did observation particularly at the first year of MA Darul Hikmah Pekanbaru. It was found that sometimes in reading process, some students had problem in comprehending the text, could recognize and pronounce words, but they didn't know their meaning especially the new and the most difficult words. Then the writer did analyze this trouble and concluded that it might cause of the students' background knowledge, the vocabulary mastery, the motivation and the difficulty of the text itself.

Since there were some problems in students' reading comprehension, the writer was interested in conducting the research and hopefully could gain detail description about the causes. To solve these problems, the writer used Think Pair Share (TPS) technique as the alternative. Lyman (1981) stated that TPS is one of the cooperative learning techniques which is suitable for elementary up to middle level of education. Its application is by dividing class into small group which is based on the number of the students. Each group should answer the questions given. Moreover, TPS is one of the techniques that can be applied in teaching reading because it is one of potential activities in which it gives students freedom to understand English specially reading texts. This technique requires students to think individually about a topic or answer to a

question and share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading mat group. Based on the previous description, the writer was interested in conducting the research entitled: *The Effect Of Think Pair Share Technique On The Ability Of The First Year Students Of Madrasah Aliyah Darul Hikmah Pekanbaru In Comprehending Narrative Texts*.

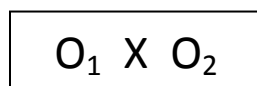
## RESEARCH METHOD

This research is pre-experimental research. William (2006) states that an experiment usually consists in making an event occur under known conditions whereas many extraneous influences as far as possible are eliminated and close observation is possible so that relationship between phenomena can be revealed”.

The design of this research was pre-experimental design which use one group of pretest – posttest design. *According to Nunan ( 1992)*, the pre-experimental design may have pre and posttest, without a control group. It means that no control of extraneous variable. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed by a treatment, but also before. The Pre-posttest design is given to take score of the student’s achievement before and after being taught by using Think Pair Share technique. Then both of the scores are computed using t-test to find out if there is significant influence of teaching reading by using Think Pair Share Technique.

Meanwhile, Airasian (2009) represent that pre experimental is the one-group pre-test and post-test design. At the beginning of the research, the students have pretest and posttest at the end of the research. The table below represents the pre-experimental process with one group pretest and posttest as below:

The illustration of experimental research design is as below.



Airasian (2009)

The design in the present research is illustrated as follows:

- a. O is the pre-test and post-test in form of written test to measure the students’ reading comprehension on narrative text before and after the treatment.
- b. X is the treatment; that is teaching reading narrative text using Think pair share technique.

### The Place and Time

The research took place in Madrasah Aliyah Darul Hikmah which is located on Manyar Sakti Street, Panam, Pekanbaru. The data were collected from 25 July up to 29 August 2016 (6 meetings).

## **Population and Sample**

The number of the population is 221 students. Considering the population of the research is large, the researcher used cluster random sampling to take the sample. The sample of this research is X2 as pre – experimental which consisted of 29 students.

## **Procedure of Collecting Data**

Before giving the pre-test, the researcher conducted a try-out of the test for some students at another school which has the similarity with MA Darul Hikmah Pekanbaru (the number of samples, students' ability, etc) to know the reliability and validity of the test item. After considering those aspects, the researcher chose MA Darul Hikmah Pekanbaru as the place to give the try-out test. The try out test consisted of 32 questions in a form of multiple choice tests. Then, the results of students' try out were calculated in order to find the validity and reliability of each test item. From the analysis, it was found that 8 items were rejected. Finally, the valid items were chosen to be the questions for pre and post-test.

## **Data Collection Technique**

There are several instruments can be used by researcher to get the data from the respondents. In this research, the researcher used test to measure the students' reading skills as the instrument to get data. Arikunto (2006) defines “test is the series of questions, exercises or other tools which are used for measure knowledge of intelligence, skills, ability or talent by individual or group”. There are some kinds of test such as; personality test, aptitude test, intelligence test, attitude test, and achievement test, etc.

To collect the data, the researcher gave the achievement test to the sample of the research. There were 2 tests: pre and posttest. The provided time for test was 60 minutes.

The procedures of the experiment that were use are:

### **a. Pre-test**

It was the first step to find out the students' ability in reading comprehension before the treatment is applied. First, the researcher came to the class. Then, she explained to the students what they had to do. Finally, she distributed the instruments and ask them to do the test. The questions in the pre-test were taken from try-out test which already valid. There were 3 short stories of fable and 3 legend which contained of components of reading (factual information, main idea, vocabulary, reference and inference) and the generic structures of narrative text (orientation, complication and resolution).

### **b. Treatment**

In this step, the writer made some preparations to do the action. They are:

- a. Designing lesson plan to teaching speaking which used think-pair-share as the teaching methodology.
- b. Preparing the lesson material that was given to the students in classroom.
- c. Preparing observation sheets.
- d. Designing the test and scoring system for the test.
- e. Planning criteria of successful learning. In this case, the writer was successful 75 as the Standard Minimum Criteria (KKM) based on the minimum score of Madrasah Aliyah Darul Hikmah Pekanbaru for English subject.

In this stage, Think-Pair-Share was applied in teaching speaking. The time allocated for this research was 2x45 minutes per meeting.

1) Pre-teaching

- Greeting
- Checking students' attendance
- Motivating the students
- Teacher asks some questions related to narrative text
- Teacher introduces TPS method

2) While teaching

Before doing activity, there were four steps of think-pair-share procedure. They are:

- Step One – Teacher poses a question
- Step Two – Students think individually
- Step Three – Each students discusses his or her answer with a fellow students.
- Step four – Students share their answer with the whole class.

3) Post teaching

- The teacher asked the students about the difficulties they face while doing the activities. The teacher explained more about the lesson.
- The teacher concluded the material.

c. Post test

After the treatments finished, the researcher gave the post-test to the students. The text and questions in the post test were the same as pre-test. However, in the post test, the researcher gave some modification to the test such as arranging the number, the option and modifying the sentence. This test used to measure students' achievement after they gave treatments. The result of test was analyzed statistically.

### **Data Analysis Technique**

In this research, the writer used quantitative data analysis. The quantitative data of this research were analyzed by using statistical method. This technique was used to find the difference on the students' achievement before and after being taught by Think Pair Share technique. To know the effect of Think Pair Share technique in the reading comprehension, the writer used SPSS 16.00 for windows to determine t-test score, the mean, variance and the accuracy the data of the test. The researcher used t-test to compare the differences of students' scores in the pre-test and the post-

test.

## **Research Finding**

The objective of the research is aimed at finding out whether there is significant effect of Think Pair Share technique on the ability of the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru in comprehending narrative texts. The data is collected by giving reading test individually. They need to answer 32 questions which contains of five components of reading comprehension (main idea, factual information, guessing vocabulary, reference and inference). There were two kinds of test that students had, a pre-test and a post-test. A pre-test was given at the beginning of the research to find out the students' ability before the treatment. Furthermore, the second test was a posttest which was given after treatment. The test was designed based on the syllabus in KTSP (2004) curriculum.

## **CONCLUSIONS AND RECOMMENDATION**

### **Conclusions**

The students' reading comprehension is at mediocre level before they were taught by using Think Pair Share technique, while it is at good level after being taught by using Think Pair Share technique. The data showed that there are 20 (69.0%) students get score between 50-58 in the pre-test which indicates that the students' ability is mediocre. However, in the post test there is 19 (65.5%) students get score between 63-79, it means that the students' ability is good.

### **Recommendation**

Based on the result of data analysis, it can be concluded that Think Pair Share technique gives significant influence on the ability of the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru in comprehending narrative texts. Think Pair Share technique becomes a tool for the students in order to gain information from the text. It is the kinds of personal communications that necessary for students to internally process, organize, and retain ideas.

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