THE EFFECT OF USING THINK-PAIR-SHARE STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 10 PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Abstract: This pre-experimental study was conducted by using One-Group Pretest-Posttest design to find out whether or not there is a significant effect of using Think-Pair-Share strategy on the ability of the second year students of SMPN 10 Pekanbaru in comprehending recount texts. The sample of the research was 37 students of class VIII-8 and obtained by using cluster sampling technique. The result of the data analysis showed that mean scores of the pre-test was 64.66 and the mean score of the post-test was 73.78. In other words, the mean scores of the post-test is higher than the pre-test and it's gained score was 9.12. The result also showed that the value of t-test was higher than t-table (10.488 > 2.028) at significant level of 5%. It can be concluded that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. Hence, there was a significant effect of Think-Pair-Share strategy on the ability of the second year students of SMPN 10 Pekanbaru in comprehending recount texts.

Key Words: Effect, Think-Pair-Share Strategy, Recount Texts.

PENGARUH DARI STRATEGI THINK-PAIR-SHARE TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMPN 10 PEKANBARU DALAM MEMAHAMI TEKS RECOUNT

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Abstrak: Penelitian pre-eksperimental dengan desain satu grup tes awal dan tes akhir ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi Think-Pair-Share terhadap kemampuan siswa tahun kedua SMPN 10 Pekanbaru dalam memahami teks recount. Sampel dari penelitian adalah 37 siswa dari kelas VIII-8 dan ditentukan dengan menggunakan teknik pemilihan cluster sampel. Hasil menunjukkan bahwa nilai rata-rata tes awal adalah 64.66 dan nilai rata-rata tes akhir adalah 73.78. Dengan kata lain, nilai rata-rata tes akhir lebih tinggi dari nilai rata-rata tes awal dan memperoleh skor sebanyak 9.12. Hasil juga menunjukkan bahwa nilai t-test lebih tinggi daripada nilai t-tabel pada tingkat signifikan 5%. Itu artinya Alternatif Hipotesis (H_a) diterima dan Null Hipotesis (H_0) ditolak. Karena itu, terdapat efek yang signifikan dari penggunaan strategi Think-Pair-Share terhadap kemampuan siswa tahun kedua SMPN 10 Pekanbaru dalam memahami teks recount.

Kata Kunci: *Pengaruh, Strategy Think-Pair-Share, Teks Recount*

INTRODUCTION

English is one of the compulsory subjects taught in Junior High Schools in Indonesia. Based on the 2013 curriculum for Junior High School, English is one of the languages that is need to be learnt. In other words, students have to be able to understand and share their ideas, information, opinions, and feelings in English through spoken or written text.

English covers the four language skills, including reading skills. Reading is one of the skills in learning a language besides listening, speaking, and writing that should be learnt in English lesson. According to Swaffar (1978), reading is a receptive skill which provides a means to observe and explore, to ideate and create. By comprehending written text, readers will obtain new idea and explore other skills such as vocabulary, grammar, linguistic knowledge, and punctuation.

The State of Junior High School (SMPN) 10 Pekanbaru is one of the schools that used 2013 Curriculum as a guideline of teaching and learning. English subjects in which it's focuses on learning texts in junior high school. In fact, it is consisting of five genres: descriptive, new items, recount, report, and procedure text. Referring to the 2013 curriculum syllabus, in the second semester for eight grade students should study one kind of the text that is recount text. The minimum standard criterion (KKM) of the English subject in SMPN 10 Pekanbaru is 71. In this research, the researcher focuses on comprehending recount text because recount text is included in the syllabus for the second year students of junior high school.

Based on observation, the researcher found some problems in the teaching and learning process. They were related to the students reading comprehension, including in recount text. Based on an interview with an English teacher, there are some students who faced difficulties to comprehend reading materials and to identify main idea, references, inferences, factual information, and findings the meanings vocabulary from the text and the teacher said they still use traditional approach to the students. Al Seyabi & Tuzlukova (2015) state that lack of knowledge of vocabulary, sentence structure, and comprehending the text are the most EFL problems in reading English text. The ineffective technique applied and because of lack of vocabulary are probably the causes of the students' difficulties in comprehending text. Because of that, a teacher should use an appropriate strategy in teaching reading comprehension so that they are able to comprehend the text.

To solve this problem, discovering the proper strategy is an essential to make teachers successful in teaching reading comprehension. Cooperative learning is one of an alternative teaching strategy in teaching reading comprehension and it makes students work in pair or in small teams which help them to be feels more positive about themselves, about each other, and the subject they are studying. Students work through the assignment until all group members successfully understand and complete it (Johnson, 2005). There are some of cooperative learning strategies that teachers can use and one of them is Think-Pair-Share.

Think-Pair-Share strategy is one of the cooperative learning that suitable for elementary up to the middle level of education (Lyman, 1981). By applying this strategy can help the students to improve reading recount text in which the students feel difficult to understand and comprehend text and help the students easier in reading comprehension of recount text. TPS is one of an effective strategy towards students' reading activities which was developed by Frank Lyman (1981). The purpose of this

study is to help the students to thinking and discussing their problem in comprehending a text to another, so the students can solve the problem together. It lead student to improve their critical thinking and communicative skill by discussing with their classmates. Moreover, this strategy is suitable to make students develop self-potential which they have, either the average students or the students have low academic.

METHODOLOGY

The design of this research was pre-experimental with one group pre-test and post-design. The table below was formulated by Ali (1984:136) showed the pre-experimental process with one group pre-test and post-test research design:

Table 1. The Design of the Research

Pretest	Treatment	Posttest
T_1	**X**	T_2

Where:
X: Treatment
T_1: Pretest
T_2: Posttest

Population is the whole of research subject (Arikunto, 2006). Moreover, according to Schreiber & Asber-self (2011) the population in research refers to all of your potential participants; think of it as the whole group of people in which you are interested. In this research, the researcher would take the second year students of SMPN 10 Pekanbaru as the population of the study. There were nine classes in the second year student and there were 37 students in each class, so the total number of students was 333 students. According to Bordens & Abbott (2011) a sample is a small subgroup chosen from the larger population. Cluster sampling technique was used in order to choose the sample of this research. Based on Gay & Airasian (2000) cluster sampling involved randomly selecting groups, not individuals which make up a target population.

In this research, the researcher choose test as a research instrument. Pre-test and post-test were given to the students. The test was used objective type. The test was multiple choices consisted of 40 items as the research instrument. Each test consists of 40 multiple choice test items. It had four options and one correct answer. The students were assessed in eight components of reading test, namely: main idea, factual information, guessing vocabulary word, reference, inference, social function, generic structure, and language feature.

Pre-test was given before the treatment, and post-test was given after the treatment. In order to analyzed the data, T-test was used by employing SPSS version 25.0. T-test was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSIONS

Result of Pre-Test

Before giving the treatment, the researcher conducted pre-test to the students. The result of pre-test is presented in the following table:

Table 2 Descriptive Statistic of Pre-test				
N	Minimum	Maximum	Mean	Std. Deviation
37	55	80	64.66	6.325

Table (2) shows that from 37 students participated in the reading of pre-test the mean score is 64.66. Meanwhile, the *minimum* score of pre-test is 55.00 and the *maximum* score is 80. Furthermore, after the mean score is calculated, the percentage of the students' score can be shown in the following table:

Table 3. The Percentage of the Students' Score in Pre-test

Test Score	Level of Comprehension	Frequency	Percentage
85-100	Excellent	0	0%
69-85	Good	9	24%
55-69	Mediocre	27	76%
00-55	Poor	1	3%
Total		37	100%

Table 3 shows that there are no students (0%) in *excellent* level, 9 students (24%) are in achieved *good* level and 27 students (73%) are achieved in *mediocre* level. There is 1 student (3%) who achieved in *poor* level

The Results of Post-Test

The result of post-test is presented in the following table:

Table 5 Descriptive Statistic of Post-test				
N	Minimum	Maximum	Mean	Std. Deviation
37	65	90	73.78	6.140

Based on the table 5 the mean score of reading post-test is 73.78. The *minimum* score of pre-test is 65 and the *maximum* score is 90. According to the classification of students' score from the 2013 curriculum, the *mean* is in *good* level. Furthermore, after the mean score was calculated, the percentage of the students' scores can be shown in the following table 6:

Table 6. The Percentage of the Students' Score in Post-test

Test Score	Level of Comprehension	Frequency	Percentage
85-100	Excellent	2	5%
69-85	Good	29	78%
55-69	Mediocre	6	17%
00-55	Poor	0	0%
	Total	37	100%

According to the results above, it shows that two students (5%) are in *excellent* level, 29 students (78%) are in *good* level and 6 students (5%) are in *mediocre* level. There are no students (0%) in *poor* level.

The Comparison of Students' Reading Comprehension for each Components of Reading Comprehension on Pre-test and Post-test

Table 10. The Improvement of Students' Reading Comprehension for each Components of Comprehending Reading Recount Text on Pre-test and Post-test

No	Components of Reading	Mean Score	
		Pre-test	Post-test
1	Identifying Main Ideas	63.78	71.35
2	Identifying Factual Information	72.43	82.16
3	Determining References	67.03	76.22
4	Finding Inferences	59.46	65.95
5	Guessing Vocabulary in Contexts	69.73	79.46
6	Social Functions	57.84	70.27
7	Generic Structures	64.32	73.51
8	Language Features	62.16	71.35

According to Table 10, it shows that there are some improvements of the students' achievement after being taught by using Think-Pair-Share strategy. It shows that the highest mean score of the eight components in the pre-test is *factual information* (72.43) and in the post-test is also *factual information* (82.16). While the lowest one in the pre-test is *social function* (57.84) and in the post-test is *inferences* (65.95).

Hypothesis Analysis

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis is accepted and whether the treatment has an effect on the students' reading comprehension or not.

Table 11 Result of T-test
Paired Sample t-test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test − pre-test	8.973	5.204	.856	7.238	10.708	10.488	36	.000

t-table = 2.028

Finally, to prove the hypothesis, the data were calculated by using t-test formula with assumption as follows:

a. If t-test > t-table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

b. If t-test < t-table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on the Table 11, it shows that the result of t-test is 10.488. Meanwhile, t-table is 2.028. The comparison between t-test and t-table showed 10.488>2.028 means that t-test is higher than t-table. It can be concluded that the alternative hypothesis is accepted meaning that "there is a significant effect of Think-Pair-Share on reading recount text of the second year students of SMPN 10 Pekanbaru" and null hypothesis was rejected.

Discussion

Based on the description of the data above, the researcher has confirmed that Think-Pair-Strategy (TPS) is suitable and appropriate strategy in teaching reading comprehension especially in recount text and it could be used for an alternative strategy in the teaching reading for student.

Based on the procedure in the data collection technique, the teaching and learning process was divided into three steps. The first step was giving pre-test to the students in order to know their reading comprehension before TPS strategy was applied. The second step was giving the treatment which was conducted for four meetings. Each meeting had 80 minutes length teaching and learning activities. The treatment applied TPS strategy on reading recount text. The last step was giving post-test in order to know their students' reading comprehension after the treatment using TPS strategy.

There were eight components of reading comprehension that were assessed the students' ability, namely: identifying main idea, factual information, guessing vocabulary, reference, inference, social function, generic structure, and language feature. Those all of components were increased in pre-test and post-test. Therefore, applying TPS strategy made the students' ability in reading comprehension increased, especially in recount text.

The lowest score of the eight components of reading in pre-test was social function because the students did not knowing what the purpose in recount text. Therefore, the lowest score in post-test was inference because inference question was not directly stated within the passage in order the students could answer the inference question correctly and the students were not able to look carefully to the facts that coming into conclusion. The highest score of the eight components of reading in both pre-test and post-test was factual information, because the students were able to understand material that is directly stated in the text.

According to description of the data of pre-test and post-test, it was found that the mean score of post-test was higher than the score of pre-test (73.78>64.66). The post-test average score (73.78) showed that the students reached the criterion that has been stipulated by KKM level (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 71. This also means that the students' post-test score was better than their pre-test scores which indicated the improvement of students' reading comprehension in recount texts after the treatment using TPS strategy. Furthermore, t-test formula was used to compare the result of pre-test and post-test in determining whether the treatments could give an effect on the students' reading comprehension or not. The data analysis showed that t-test was higher than   t-table **(10.488>2.028).** It means that TPS strategy could improve students' reading comprehension especially in recount text. For that result the researcher concluded that Alternative Hypothesis was accepted and Null Hypothesis was rejected.

According to the result of reading test, TPS strategy allowed the students to think more deeply and had a good interaction between them because of their shared in their own group in order to get good comprehension. In accordance with Cathy & Allen (2013), TPS strategy gave some advantages that develop positive interdependence as the students were able to learnt from each other and also provided individual accountability because students were accountable to each other for sharing ideas. By using TPS strategy it also could help students to be confident. This strategy could be implemented in teaching learning process in order to support students more understand and easy in reading. The result showed that the post-test was better than the pre-test which indicated that there was a difference of student's reading comprehension in recount text before and after being taught by TPS strategy. The students enjoyed learning the recount texts by using this strategy. In short, TPS strategy was a useful strategy for the students to improve their reading ability, especially in comprehending recount text.

CONCLUSION AND RECOMMENDATION

Conclusion

This pre-experimental study was conducted by using One-Group Pretest-Post-test design to find out whether or not there is a significant effect of using Think-Pair-Share strategy on the ability of the second year students of SMPN 10 Pekanbaru in comprehending recount texts

Based on the result of data analysis, it could be concluded that there was a significant difference in students' achievement before and after being taught by using Think-Pair-Share strategy. There was a significant difference between the results of pre-test and post-test. Thus, it could be stated the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. In other words, using Think-Pair-Share strategy can be an alternative teaching strategy to be used in teaching and learning through reading.

Recommendations

After getting the result of the study in this research, the researcher would like to give some recommendations as follows:

For English Teacher

The teacher can use Think-Pair-Share as an alternative teaching strategy in reading comprehension especially in recount text since this strategy provides positive effect to the students' reading comprehension. By applying this strategy, the teachers need to give more attention on how to improve students' comprehension on the social function and identifying inferences when implementing Think-Pair-Share strategy in the class. Then, a variety of innovation in in arrange student pairs to prevent students get bored, and teaching strategy can be applied to help the students effectively understand recount text. In addition, in order to make this strategy more effective in teaching and learning process, the time spent during teaching reading using Think-Pair-Share strategy should be controlled and considered.

For Students

The students have to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be able to comprehend reading texts especially recount texts.

For Other Researchers

It is suggested that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with the use of Think-Pair-Share strategy by using the same or different language skills, different level of the students in similar research design in order to discover its effectiveness in developing the students' reading ability.

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