THE USE OF THINK-PAIR-SHARE (TPS) TO INCREASE THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 1 TEMBILAHAN KOTA IN COMPREHENDING NARRATIVE TEXT

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Abstract - This study aimed to find out whether or not Think-Pair-Share Strategy could increase the ability of the first year students of SMAN 1 Tembilahan Kota in comprehending narrative texts. The subjects were 22 students from class X.1 at SMAN 1 Tembilahan Kota. This study was classroom action research which was divided into two cycles, in which every cycle consisted of four stages which were plan, action, observation, and reflection. The data collection techniques consisted of observation, field note, and tests (pre-test, summative tests, and post-test). Observation sheets and field notes used to gain the record of the classroom activity during doing the treatments. Pre-test was done before action, summative tests were done after treatment given in each meeting, and post-test was done after the second cycle finished. In analyzing the data, the writer used formula by Hatch and Farhady (1982). The findings of this study indicated that TPS Strategy could increase the students ability in which there were 17 students or 77.3% of the students could achieve the standard minimum criteria of achievement (KKM) with average was 74,5. In addition, the percentage of students' activities was also increased from the first to the last meetings. Moreover, the result of observation sheets and field notes showed a positive behavior in a process of learning and it also helped students to increase their reading ability and more active in learning and it also helped students to increase their reading ability and more active in learning process.

Keywords: Think-Pair-Share, students reading ability, narrative text

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Abstrak - *Penelitian ini bertujuan untuk mengetahui apakah Think - Pair - Share Strategi dapat meningkatkan kemampuan siswa kelas pertama SMAN 1 Tembilahan Kota dalam memahami teks-teks naratif . Subjek penelitian ini adalah 22 siswa dari kelas X.1 SMAN 1 Tembilahan Kota . Penelitian ini adalah penelitian tindakan kelas yang dibagi menjadi dua siklus , dimana setiap siklus terdiri dari empat tahap yaitu rencana , tindakan, observasi , dan refleksi . Teknik pengumpulan data terdiri dari observasi , catatan lapangan , dan tes (pre -test , tes sumatif , dan post-test) . Lembar observasi dan catatan lapangan digunakan untuk mendapatkan catatan aktivitas kelas selama melakukan pengajaran . Pre -test dilakukan sebelum penerapan strategi , tes sumatif dilakukan setelah penerapan strategi yang diberikan dalam setiap pertemuan , dan post-test dilakukan setelah siklus kedua selesai . Dalam menganalisis data , penulis menggunakan rumus Hatch dan Farhady (1982) . Temuan penelitian ini menunjukkan bahwa TPS Strategi dapat meningkatkan kemampuan siswa di mana ada 17 siswa atau 77,3 % dari siswa bisa mencapai kriteria minimum standar prestasi (KKM) dengan rata-rata adalah 74,5 . Selain itu, persentase kegiatan siswa juga meningkat dari pertama sampai pertemuan terakhir . Selain itu , hasil lembar observasi dan catatan lapangan menunjukkan perilaku positif dalam proses pembelajaran dan juga membantu siswa meningkatkan kemampuan membaca mereka dan lebih aktif dalam pembelajaran.*

Kata kunci : Think - Pair - Share , siswa kemampuan membaca , teks naratif

INTRODUCTION

Reading is one of the important skills in learning English. 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 what is written, but also they have to know about the structure of the text.

Brown (1992) said that the aim of teaching reading is to comprehend and to react to what is written. However, this skill is not easy to master because the reader should have the ability to comprehend the author's message. And to comprehend a reading text is not easy. It needs deep understanding and an appropriate strategy. Therefore, the reader should be wise in choosing the appropriate strategy. And English teacher should be able to determine which strategy is suitable with the material they are teaching. Through the appropriate strategy, the students are expected to be able to comprehend the content of the text, so that the purpose of teaching can be achieved.

There are many strategies that can be applied by the teacher in teaching reading, such as TPS, Guided Reading, Reciprocal Teaching, Word Splash, SQ3R, summarizing, questioning, etc. The writer chooses TPS to help the students to overcome their problems in reading. TPS stands for Think-Pair-Share, TPS is a cooperative learning strategies in which students work together to solve a problem or answer a question about an assigned reading (Lyman, 1981).

It is stated in syllabus for senior high school based on 2006 curriculum which is called School-Based Curriculum (KTSP), there are five kinds of text that should be taught to the first year students of senior high school, they are recount, procedure, narrative, descriptive, and news item. The writer chooses narrative as the instrument for this research because it is already learned in junior high school, so the students have a basic knowledge about narrative text and it is familiar with the students because it is used in their daily life such as in magazines, short story, novel, etc. The teacher already used a strategy in teaching reading, and for narrative text the teacher used word splash strategy, word splash strategy is both a comprehension and vocabulary that uses before reading activity. According to Laura Lipton and Deborah Hubble, a word splash is a collection of key terms or concepts selected from a chapter in a textbook, a lecture, a demonstration, or from audiovisual material which students are about to read, see or hear Nevertheless, based on the writer observation, they still have problems in comprehending this kind of text. They find difficulties in finding main idea, finding factual information, finding the meaning of vocabulary in context and making inference. Besides, the students also find difficulties in finding its general structure and language features.

From the explanation above, the writer was interested to conduct a classroom action research by applying Think-Pair-Share (TPS) entitled "The Use of Think-Pair-Share to Increase the Ability of the First Year Students of SMAN 1 Tembilahan Kota in Comprehending Narrative Text".

Based on the writers' observation at first year students of SMAN 1 Tembilahan Kota, there are some problems were faced by the students in comprehending reading text such as students have difficulty in finding main idea of the text, supporting detail, and making inference. Students also have limited vocabulary, they are passive, their interest and motivation are still low, and so they get bored in reading.

This research was limited in teaching reading which focused only on increased the reading ability of the first year students of SMAN 1 Tembilahan Kota in narrative text by using Think-Pair-Share. Actually, there are many strategies of reading that can be applied by teacher, such as Guided Reading, Reciprocal Teaching, SQ3R, summarizing, questioning, etc. but in this study the writer only focuses on TPS.

THEORITICAL FRAMEWORK

TPS is a cooperative learning strategy in which students work together to solve or answer a question about assigned reading. It is developed by Frank Lyman (1981) and his colleagues in Maryland. It gets its name from the three stages of students' action, with emphasis on what students are to be at each of those stages. This strategy requires students to: (1) Think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

TPS is a useful learning strategy that can be used with all grade levels. It is an effective strategy used to assist learners in thinking more deeply, as well as allow students the opportunity to practice in communicating their thoughts and ideas with peers and teacher.

TPS results not only for students but also for the teachers. For students, this strategy results in increased student participation and improved retention of information. Using the procedure, students learn from one to another and get to try out their ideas in a non-threatening context before venturing to make their ideas more public. Learners' confidence improves and all students are given a way to participate in class, rather than a few who usually volunteer. While for teacher, the benefits can be seen in increased time on task in the classroom and greater quality of students' contribution to class discussion. Students and teacher alike gain much clearer understanding of the expectation for attention and participation in classroom discussions.

- Teaching Reading Comprehension through TPS Strategy

An appropriate reading strategy that is used will help the readers to the comprehend text that is read. The strategy will facilitate the readers to be able to read the text efficiently and help them to find the information that they want to know. In providing an appropriate reading strategy for the students, the teacher should plan the strategies carefully in order to make the strategy improve students' reading ability in comprehend the text.

The teacher can use cooperative learning strategy in order to improve students' ability in comprehend the text. TPS is one of the strategies that can be used by the teacher. Based on Lyman (1981), there are four steps in implementing TPS. They are:

- Teacher poses a question

The process of think pair share begins when the teacher poses a thought-provoking question for the entire class. This may be a straight forward question or a problem the teacher wants to pose to the class for solution.

- Students think individually

At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The time should be decided by the teacher on the basis knowledge of the students, the nature of the question, and the demands of the schedule. This step of the procedure automatically builds "wait time" into classroom conversation.

- Each student discusses his or her answer with a fellow student

The end of the think step signal to the students the time to begin working with another student to reach consensus on an answer to the question. Each student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insight to possible solutions to the problem. At times, the process can go one step farther by asking pairs of students to regroup into foursomes to further refine their thoughts before sharing with the group at large.

- Students share their answer with the whole class

In this final step, individuals can present solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answers as in a chart or diagram, each member of the pair can take credit for the product of their thinking.

The other procedure in applying TPS based on a printable PDF from internet entitled *FOR-PD's Reading of the Month* is as follow:

First, teacher should pose a question or give a prompt to the students. This prompt can be based on a reading, an experience, a visual, or as a prewriting activity. Upon providing the prompt, along with background knowledge and motivation, the teacher should then allow time for thinking.

1. Think

The "think part of Think Pair Share is designated as a time either after a question, prompt, or reading for students to independently think about topic. Student may want to write down notes or ideas as the brainstorm about the topic at hand. Students may want to rehearse what they want to share or say. The time allotted for thinking should be considerate of the amount of reading, if any, that is required.

2. Pair

After independent thinking time is over students should "pair" up with classmate. Teacher may want to pick partners. The goal of pairing students is to allow students the opportunity to discuss ideas and thoughts and to provide opportunity for them also listen and gain insights from each other. It is during this time that students will want to decide what they wish to share as a team about the topic.

3. Share

During the "sharing" step of the strategy students will reveal their ideas on the topic or question to the entire class. The team can decide what to share, or if there are disagreements, they can each give their own thoughts and reasoning.

Based on the two procedures above, the writer made some adaptation regarding the condition of the class and the time allocation. The procedure was as following:

- Teacher hands out reading material to be read and discussed.
- Teacher asks students to read the text.
- Teacher gives students time to "think" about the answer of the questions.
- After independent thinking time is over, students are paired with classmate.
- Each pair of students reformulates a common answer based on their collective insight and decides what they wish to share as a team.
- Students share their ideas on the topic or question to the whole class.

The final step of TPS has several benefits to all students. They see the same concepts expressed in several different ways as different individuals find unique expression for answer to the question. Moreover, the concepts embedded in the answer are in the language of the learners rather than the language of textbook or teacher. Besides, when students draw or otherwise picture their thoughts, different learning modalities and preferences can come into play in the attempt to understand the ideas behind the answers.

METHODOLOGY

Research Design

This study is action research. Kemmis (1993) stated that: "Action research is a form self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of (a) their own social education practices, (b)

their understanding of these practices and (c) the situations in which practices are carried out". It means that the action research is done to give an improvement on the situation where the research is applied. Actually, it can be applied in social and educational conditions. It is commonly applied to solve some problems that faced by participants in the classrooms and schools.

Azhar (2006) stated that the aim of classroom action research is improving the quality of education and also to solve the problem in a process of teaching and learning in classroom.

Participants

Gay (2000) stated that population is about group of interest for researcher to which he/she would like result of the study to be generalized. The participants of this research were the first year students of SMAN 1 Tembilahan Kota. They were 2 classes in this level, class X.1 and X.2. The writer took class X.1 as the sample. The numbers of participants were 22 students.

Data Collection

There are two kinds of data that was collected; they are quantitative and qualitative data. From the quantity aspect the writer used tests in order to get a specific data. From the quality aspect, the writer used observation sheets and to help gain the data the writer will used field note.

The writer collected quantitative data by giving test. The teacher (the writer) asked the students to do the comprehension question about the topic given. The topic in cycle 1 and cycle 2 were different.

Test is one of the instruments to measure students' ability after teaching learning process. In order to get the data which were needed to support this research, the writer used written test and got the test materials from several books for Senior high school or internet. The test was multiple-choice reading test. It was consisted of five parts of the test target, they were; finding main idea, finding factual information, guessing the meaning of vocabulary context, identify reference, and inference.

In order to collect the qualitative data, the writer used observation sheets. There are two kinds of observation sheets. The first observation sheet was used to observe the teacher's activity in teaching and learning process and another one was use to observe the student activities.

To support the result of the observation, the writer also gained the data by having field notes. By asking the collaborator to monitored and writes the students' and teachers' behavior and made a note about it. The goal of this instrument was to gain the data of teaching and learning process in using TPS. The writer analyzed the data from sheets and field notes to know the factors that could increase the students' ability during teaching and learning process.

Procedure

a. Plan

In this research, the writer planned to use TPS to increase the first year students' ability in comprehending narrative text. Before applying the technique, he prepared and planned several things in order to help him in conducting this study. Firstly, the writer

prepared the lesson plans and teaching materials that will be used in teaching and learning activities. Secondly, he prepared the instrumentation for gathering the data. He prepared the test, observation sheets and field note. Then he asked the collaborators help to observe his action and students' behavior while he teaches use TPS. The collaborator was the English teacher of SMA Negeri 1 Tembilahan Kota whose name is Ms. Taruliasi Nainggolan. She also observed the activity of the writer.

b. Action

In teaching reading by using TPS, there are some actions that have been applied by the writer:

- The writer (the teacher) gave explanation to the students about the text they will learn. In this study, the students taught about narrative text by applying TPS.
- Teacher hands out reading material to be read and discussed.
- Teacher gave students time to think. It means that teacher ask questions about the text, while the students think about the answer of the question.
- After independent thinking time is over, students are paired with classmate.
- Each pair of student reformulated a common answer based on their collective insight and decided what they wish to share as a team.
- Students shared their ideas on the topic or question to the whole class.
- The writer observed the students' activities while they are doing all the steps. In this case, the writer wanted to know whether or not the students apply the steps that have been taught to them.

c. Observation

In this step, the writer work together with observer (collaborator) to help observing the students' and the teacher (the writer) activities in teaching and learning process. The observer observed the teacher and the students' activities in the classroom.

d. Reflection

In this stage, the writer reflected upon what is happening with the project, developing revised action plan based on what students learned from the process of acting and observing.

FINDING AND DISCUSSION

Before applying the strategy, the writer started his activity by giving pre-test to the students. The purpose of giving pre-test was to know the students' ability in comprehending the narrative texts before they had been through TPS Strategy.

The result of pre-test showed that the ability of students still low in comprehending the reading texts. The level of ability was still poor to average. The data and found of the result are follow:

The Level of the Students' Ability in Pre-Test

Rank	Ability Level	F	Percentage
80-100	Good to Excellent	2	9.1%
60-79	Average to Good	9	40.9%
50-59	Poor to Average	8	36.4%
0-49	Poor	3	13.6%

Students Ability in Each Component of Reading Comprehension (Pre-Test)

No	Text	Component of Reading Comprehension									
		Main Idea		Detail		Word Meaning		Reference		Inference	
		C	%	C	%	C	%	C	%	C	%
1.	1	10	45.5	1	4.5	10	45.5	12	54.5	6	27.3
2.	2	9	40.9	16	72.7	6	27.3	17	77.3	15	68.2
3.	3	21	95.5	20	90.9	18	81.8	21	95.5	3	13.6
4.	4	14	63.6	17	77.3	18	81.8	18	81.8	11	50
Average		13.5	61.4	13.5	61.4	13	59.1	17	77.3	8.7	39.8

The mean score of the students' pre-test was only 59.5. It means that the students' average score in pre-test did not reach the minimum criteria of achievement (KKM) yet.

Based on the table above, the writer could point out that there were only 2 students or 9.1% of the students could reach the Good to Excellent level. Then, 9 students or 40.9% of the students reached Average to Good level. Next, 8 students or 36.4% of the students were in the Poor to Average level. The last, there were 3 students or 13.6% of the students still in the Poor level. In conclusion, the students' ability in comprehending narrative text was not satisfied enough before applying TPS Strategy in their reading activity.

In cycle 1 the writer designed three meetings for each cycle referring to the syllabus. Each meeting contained a treatment for the students using TPS Strategy in comprehending narrative text; the students were assigned to do the exercises given by the writer. The exercises were collected and the writer and English teacher calculated the students' worksheet. The result of the students' score could be seen as the following table:

The Students' Score in Treatment Cycle 1

No	Score	Ability Level	Students' Score in Each Meeting					
			First		Second		Third	
			F	P	F	P	F	P
1.	80-100	Good to Excellent	1	4.5	3	13.6	2	9.1
2.	60-79	Average to Good	5	22.7	9	40.9	15	68.2
3.	50-59	Poor to Average	10	45.5	7	31.8	5	22.7
4.	0-49	Poor	6	27.3	3	13.6	-	-

After doing this research from pre-test to three times of treatments in cycle 1, the writer found that the students' score for each treatment and students' reading ability by using TPS Strategy was still not satisfied, or need an improvement. It could be seen from the mean of summative score of treatments in cycle 1 was only 62.5. It meant that the implementation of the strategy in reading activity still needed more progression for students.

Therefore, based on the result observation above, it was needed to rearrange the planning of the implementation strategy for the next cycle. So, it was hoped that the students could reached better result and motivation in order to have the more increasing. So the writer decided to do the cycle 2. As well as the procedure in cycle 1, the writer did three meetings to give a treatment for the students in cycle 2. The result of the students' score can be seen as the following table:

The Students' Score in Treatment Cycle 2

No	Score	Ability Level	Students' Score in Each Meeting					
			First		Second		Third	
			F	P	F	P	F	P
1.	80-100	Good to Excellent	9	40.9	15	68.2	16	72.7
2.	60-79	Average to Good	11	50	7	31.8	6	27.3
3.	50-59	Poor to Average	2	9.1	-	-	-	-
4.	0-49	Poor	-	-	-	-	-	-

Note:
F: Frequency
P: Percentage

The Average of the Students' Score in Treatment Cycle 2

Rank	Ability Level	F	Percentage
80-100	Good to Excellent	10	45.5
60-79	Average to Good	12	54.5
50-59	Poor to Average	-	-
0-49	Poor	-	-

The mean score of the students' summative score during treatments in cycle 2 was 78.6. 10 students got Good to Excellent level and 12 students got Average to Good level. In the second and third meetings in cycle 2 were found that none of the student in the Poor to Average and Poor level. It means that the application of the strategy in cycle 2 was running better than in the cycle 1.

DISCUSSION

The researcher found that there was improvement to the students' ability in comprehending narrative texts by using TPS Strategy. It could be seen from the students' ability from the pre-test to the post-test. Here is the students' level in comprehending narrative texts:

Students' Level in Comprehending Narrative Texts

No	Test	Poor	Poor to Average	Average to Good	Good to Excellent
1.	Pre-Test	13.6	36.4	40.9	9.1
2.	Post-Test	-	-	68.2	31.8

It could be concluded as the following: there were 13.6% of the students in the poor level in the pre-test, and in the post-test the Poor level decreased to 0%. Next, 36.4% of the students was in the Poor to Average level in pre-test, and also decreased to 0% in the post-test. Then, 40.9% of the students got Average to Good level in the pre-test, increased to 68.2% in the post-test. The last was the level of Good to Excellent; it was increased in every test from 9.1% to 31.8%.
The comparison of average score between both of tests can be seen in table below:

The Comparison Mean Score of Pre-Test and Post-Test

Pre-Test Average Score	Post-Test Average Score
59.5	74.5

The different mean both of scores was 15. Based on the fact above, the writer decided to stop his observation in cycle 2 because it showed the satisfying result.

1. Cycle 1

Cycle 1 studied about finding main idea, supporting detail, word meaning, reference, and inference through TPS Strategy. The teaching and learning process was not running effective yet because most of the students talked about unimportant thing than paid attention to the teacher when he explained the materials. In doing quiz, the average students could not do their work independently.

2. Cycle 2

The result of post-test in this cycle was better because the students were ready to face the test in this cycle. They began to think smart, no unimportant speaking and joking anymore, they also got involve in discussion.

CONCLUSION

Having all the data calculations of the research about the use of think-pair-share (TPS) to increase the ability of the first year students of SMAN 1 Tembilahan Kota in comprehending narrative texts in chapter IV, it was found that; first, there is different achievement between the students' score before the treatment and after the treatment. Before the treatment, the ability of the students in comprehending narrative texts is still low. Therefore, the result could not reach the minimum standard of achievement at SMAN 1 Tembilahan Kota. Second, the use of TPS Strategy could improve the students' reading ability in narrative texts. The result of the data showed that the students' score were improved. There was significant improvement between pre-test and post-test. The improvement is proven by the students' mean score from 59.5 (pre-test) to 74.5 (post-test). Therefore, most of students could reach the successful on minimum standard of achievement at SMAN 1 Tembilahan Kota. The ability of students was increased from Poor to Average into Average to Good. Third, from the five components of reading comprehension, the easiest component in pre-test is in identifying reference. The average of the students is 17 or 77.3% while the most difficult component is in making inference with the average of the students is only 8.7 or 38.8%. In post-test, the easiest component is still for the component of identifying reference, with the average of the students was 21 or 95.5%, and the most difficult is still making inference with the average of the students was 9.7 or 44.3%. Then, the use of TPS Strategy could achieve students' activity and it could make the students more active in reading class. It could be seen from the result of the observation sheet. The result showed that the most of the students could follow the class well. Finally, the writer concluded that TPS Strategy could increase the ability of the first year students of SMAN 1 Tembilahan Kota in comprehending narrative texts.

Based on the findings and conclusions above, the writer implicated that TPS Strategy can be used to increase the ability of the first year students of SMAN 1 Tembilahan Kota in comprehending narrative texts.

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