Improving Students’ Reading by Using “Think Pair Share” in Narrative Text at SMPN 1 Winongan

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Abstract: This research used collaboratively classroom action research design which was held on June 9th, June 10th, June 11th, and June 12th 2015. The purpose of this research was to improve the students’ comprehension on reading narrative text. This research was conducted in two cycles, each cycle involved two meetings and a test in the end of each cycle to measure how well the target was reached. This research showed that there were some improvements in reading comprehension narrative text. The result of the post test at the end of the first cycle in meeting showed that there were 40% students got ≤ 85. The average score gained by all students were 85 and the low score was 60. It was not successful because it was still below the criteria of success, which required at least 86. Therefore, the researcher had to continue again in cycle 2. In the second cycle, there were 38 students who got ≥ 86. The average score gained by all students were 90. It was successful.

Keywords: improving, reading, narrative text, think pair share

Reading is very important. Fachrurrazy (2012) says that the reader get some the information from new books and magazines in an interesting way with proper pitch, stress and enunciation. By reading, people get a lot of knowledge. Thus, reading is not only read, but also to understand the meaning of the text. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read (Astiyandha, 2012:111)

However, in reality, the goals that are desired as the competence have not completely been achieved yet. Based on the researcher’s experience during the teaching practice program (PPL), the researcher found that in teaching reading, students are just invited to read the text in turn, translate it into the Indonesian in their exercise book, and then collect it to obtain grades, and finally are asked to answer some questions based on the text. They often spent their time to read all the text, open dictionaries and translate them. When asked to retell the story or questioned some informational question related to the text they have read, most of them did not have any idea because they used to translate text. Therefore, the purpose of reading cannot be gained by the students. It is estimated that there are two major factors that affect this gap. The first factor comes from the students’ interest, vocabulary mastery, and life experiences. The second factor comes from the instruction factors from teachers.

The researcher made an interview to the English teacher. From the result of the interview, it revealed that the eighth grade of Junior High School students had a problem in reading. When the researcher asked about the students’ reading ability, the teacher said that the students low ability in reading comprehension. It is proven from the pre-observation and interview done in pre–research, the researcher found the fact that the eighth grade of SMP Negeri 1 Winongan had a problem with reading that was the students’ reading comprehension. It could be seen from the students’ achievement reading score. There were some facts that indicated the problem. First, students’ interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.
From the students’ side, the causes came from students’ reading type, students’ reading style, students’ reading habit, and also students’ reading knowledge. First, most of the students had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. Second, almost all students also had the same style in reading activity. They said that they preferred to read alone with consideration that they felt convenient and could concentrate better. They did not try to discuss the text and it made them face their own difficulties. Third, the students’ reading habit was bad. The students had a little allotment of time to read English text. There were many students that still did not use chance to read English text either at school or in English lesson itself. Fourth, from the students’ reading knowledge, there were some causes: the limited vocabularies, sentence construction within paragraph, difficulties in finding the main idea and difficulties in making conclusion of the text. In reading, students not only read a text without having a good understanding, but also needs an ability and intelligence to comprehend the text that they read. It is called a reading comprehension.

Even though reading comprehension skill has been taught for a long time to the Junior High School students, still many of the Junior High School graduates are not able to read and understand even the simple written forms of English writings. This fact is so concerning that the writer is interested very much to conduct a further research on how to improve the reading comprehension skill of the Junior High School students. In this research the researcher was intended to improve the students’ reading comprehension skill of the Junior High School students. In this research the researcher was intended to improve the students’ reading comprehension using Think Pair at SMP Negeri 1 Winongan. This research will be focused on the use of think pair share to improve students’ reading comprehension in narrative text at the eighth grade of SMP Negeri 1 Winongan. The researcher use narrative text of fairy tale.

REVIEW OF LITERATURE

Reading Comprehension

Elizabeth & Pang (2000:14) state that Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as think and reasoning. Therefore, comprehension is not a passive process, but an active one. The students actively engages with the text to construct the meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that the researcher uses to communicate information, ideas and viewpoints. Recent studies have focus on how students use their knowledge and reasoning to understand the texts.

According to Jain & Patel (2008:113), reading is an active process which consists of recognition and comprehension skill, an important skill activity in life with which one can update his/her knowledge, and important tool for academic success. Similarly, according to Grabe and Stoler (2002:17), reading comprehension needs the ability to understand or to gain the information from the text.

Previous Research on TPS

Listiani (2014) this study was aimed at improving reading comprehension of the eighth grade students of SMP N 2 Abiansemal in academic year 2013/2014 through think pair share. This study was design by using classroom action research which was conducted in two cycles, each cycle involved two sessions. This study was conducted based on the result of the pre-test in the initial reflection especially in narrative text which showed that the students ability in reading comprehension was “low”.

Secondly, Hadi (2013) studied about Improving Students’ Reading Comprehension in Narrative Through the Use of Think Pair Share Technique. The purpose of this research is to help students to cope with their problem in reading comprehension through TPS reading technique. This research was a classroom action research which was conducted on the purpose to solve the problems that happened in the classroom and to improve the teaching-learning process. The data were collected through achievement test, and field notes. The use of TPS reading technique in improving students’ reading comprehension can be seen in every meeting that was observed. Based on the research findings, the TPS reading technique which was applied to the subject of research showed the improvement the students’ reading comprehension of narrative text. The data mean score showed at the students’ test of first cycle was 63.75 and get improved at second cycle test that was 77.81. Meanwhile, the standard score given was 75. It means that by using TPS reading technique in teaching reading comprehension in narrative text the students get improved from time to time.

METHODS

The research design is classroom action research (CAR). Classroom action research is a research form which is used in this research to know the improvement
of the students’ ability in reading narrative texts when Think Pair Share technique is applied in the class. Besides, the researcher can be helped by collaborators to progress his teaching performance, collaborator helps the researcher in scoring and checking students’ exercises and as a partner to decide the next way in the researcher’s treat.

The subject of the research was the eighth grade students of SMP N 1 Winongan. The eighth grade is divided into six classes. In this research, the researcher chose VIII F. This class consists of 39 students there were 18 male and 21 female students. The researcher chose this class because from the fact and the result of pre-observation, it was shown that the students’ interest and achievement of reading was still low. Based on the students’ score from the assessment of reading comprehension test, it showed that a few of them were able to comprehend a narrative text. The students faced difficulties in reading narrative text because they should read comprehension to know the context. The difficulties were caused by the laziness of the students to read because they feel that it is bored. In addition, they were having lack of vocabularies, so the students cannot understand what the meaning of the words.

**Instruments**

Selecting appropriate, valid and reliable research instruments is a very essential step of a scientific investigation. There are a number of research instruments used by the researcher in conducting a research those are interview, observation, documentation and test.

Interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell, 2002:218). Interview was used to get data about the students’ response after teaching learning process. The researcher asked some questions, which was prepared to the respondents. The researcher interviewed the English teacher at SMP Negeri 1 Winongan to get the information related to the Classroom Action Research. The researcher used the general interview guide to make the interview process run smoothly.

The interview is intended to get additional information from the English teacher at SMP Negeri 1 Winongan about the problems which will be happened in teaching learning process and from the students about English lesson. The researcher came to the English teacher at SMP Negeri 1 Winongan to interview his by using guided interview which was prepared by the researcher with the purpose of knowing students’ problem in learning reading and obstacles in the process of reading.

In this data, the researcher used observation. The researcher will use to see how narrative text of using think pair share. The researcher and the collaborator used observations because they want to know the second year students activities in reading skill in the reading class. On the observation the researcher provided the observation list or check list as the instrument for collecting data. There were two kinds of observation list or checklist.

The researcher will use documentation to obtain the description of the process of teaching learning with use think pair share will be applied in teaching reading in narrative text. The purpose of it is to get the data of the student’s improvement in comprehending narrative text. Documents can improve the information which is relevant with the problems’ investigation. There are many documents could include in the context of Class Action Research, they are: syllabuses and schemes of work, curriculum reports of school working parties and committees, examination papers and test used, work cards and assignments sheets, students’ score and sample of students’ work. The documents that were used in this research were: syllabus, names of the students, students’ speaking score, and photograph of the activities in Class Action Research.

**Data Collection**

In this study, the researcher will collect the documents for along the study is being conducted. The first documentation will be done at the first meeting, at 07.40-09.00 a.m, Tuesday, 9th 2015. The documentation of the meeting two will be done at the time, Wednesday, 11th 2015.

Based on the study, the researcher will use test to know the improvement of the students in reading. Kind of test that will be used is exercise test. The test will be done on final meeting of each cycle. The first test will be done on Wednesday, 10th June 2015. The second test will be done on Friday, 12th June 2015.

The measurements of reading competence, the researcher used pre-test and post-test. The reading test can be used to test skill such as fluency in a foreign language. In this research, the researcher used reading test for the pre and post-test not only to measure the students’ reading skill, but also to get the data.

The data are in the form of qualitative data. In conducting a study which source from the written thing, it was documentation. The use of documentation
as the instrument was to support the data in this research. The researcher collected the data about the standard minimum score (KKM) which was used by the English teacher and the school. And the researcher was collected the data about the students’ reading score on narrative text by using Think Pair Share (TPS).

The researcher gave the test to the students at the end of first cycle and second cycle to know the result students’ reading comprehension in narrative text. The source of test was took from the researcher made. The students’ answers the 10 questions essay based on the text. After the students answer the 10 questions essay, the students answer the story map based on the text.

Planning

In conducting the research, the researcher was prepared an instructional media and method which are relevant to the topic. The teaching media was a LCD and projector at SMP Negeri 1 Winongan. The media which was used in this research was Think Pair Share (TPS) technique. In first meeting the topic in reading comprehension by using Think Pair Share (TPS) was “Golden Eggs” and the second meeting the topic was about “Snow White”. In the second cycle in the third meeting, the researcher used Think Pair Share technique of “Cinderella” story and the last meeting the researcher used Think Pair Share technique of “Pinocchio” story.

The researcher expects that after the implementation of the action, the reading ability of the students were increased. Therefore, the researcher was set the criteria of success as a target of this research. The first criteria if success was 86% of the students got score equaled or up to 86 of reading test. The score 86 was set based on the KKM set by SMP Negeri 1 Winongan for the English subject. Specifically, the researcher was evaluated some aspects of reading skill, mainly comprehension, grammar, vocabulary. The second criteria was 86% of the students showed positive attitude toward reading class that was supported by checklist. In this study, the researcher wanted the reading activities of narrative text are improved by using think pair share in order the students can understand not only the context of the text but also the generic structure which was in the text. Furthermore, the researcher wanted to got the students achievement in reading narrative text in cycle one, then the researcher wanted to improved or increased their achievement in cycle two by using thing pair share.

Implementation

The implementation of the action was done in the n cycle. And, it is done as stated in the lesson plan. After all the preparations was finished, the researcher implemented the lesson plan which was designed to the eighth grade students at SMP Negeri 1 Winongan which was in the second semester. The researcher was asked the student’s difficulty in teaching and learning process also gave feedback and gave conclusion about the lesson.

Observing

In this observation, the researcher observed the students in the learning process by using observation checklist. The collaborator filled out the checklist during the implementation. The researcher evaluated the effect of the teaching strategies that was the implementing in the teaching and learning process.

Reflection

The reflection was intended to measure whether the cycle of the research which was done was successful or not and whether it is based on the criteria of success or not. The researcher was collected some data which were based on the observation. The researcher as a teacher got the interaction with the students in the classroom. The data was also needed by the researcher to analyze the influence of the using think pair share as the technique to improve the Eighth grade VIII F student’s reading in narrative text of SMP Negeri 1 Winongan.

FINDING

Cycle 1

This phase explained the process and the finding of using Think Pair Share (TPS) technique to increase the students’ reading comprehension in narrative text. The researcher saw the condition of the class on Tuesday, June 9th, 2015. The research was inspired by the fact the students’ English language competence especially their reading skill in the eighth grade of SMP Negeri 1 Winongan was still below the standard minimum score. Most of the students got the score which below the standard. The average of the students’ score was below 86, where the expected students’ average score was at least 86. Based on the researcher observation in the class, 50% the students in the eighth grades did not understand the text book using English. The students were always confused about comprehending the text. And
The researcher decided to continue this the action research to the second cycle. The researcher thought that the students had to be more active in a pair or individual and they should not depend on the other students in a group. In this cycle was because some students did not understand well about narrative text and most of the students had difficulties in each sentence. The researcher gives guessing game by using picture in order to ease them in analysing narrative text. The researcher would gave another example of narrative text especially in fary tale by using LCD Projector in order to ease them in analysing narrative text and made them more active.

Based on the students’ result in cycle two, they were problem about their lack vocabularies. It showed that they could answer the questions easily and their vocabularies were more than before. They were also being brave to present their understanding to their friends because they had many vocabularies. Using Think Pair Share (TPS) technique in this research was to improve the students’ reading comprehension. The researcher gave post test to know the students’ achievement in learning narrative text after the implementation of the action. The test was made by the researcher it consisted of 10 questions. The students had to do the test individually and in the pair test the students answer about the story map (characters, setting, problem and solution). After having test, it could be seen from the result of post test and the students progress in comprehending narrative text. The improvement of the students’ comprehension in reading narrative text was shown by the score obtained on the post test in the first and the second cycle. In the second cycle, the average the students who got e” 86. The average score gained by all students were 90.

DISCUSSIONS

Based on the finding and discussion in the previous chapter, the researcher concludes that the used of Think Pair Share (TPS) technique can improve the students’ reading comprehension. Think Pair Share (TPS) technique was one of techniques to introduce the topic in teaching learning, because the students can share many the information of the text. The eighth grade students of SMP Negeri 1 Winongan especially in VIIIIF were selected by do preceded by conducting a preliminary study. In cycle 1, the result of students’ comprehension in reading text by using Think Pair Share (TPS) technique was enough but the researcher did not get satisfactory result. And
the researcher found that some students depended on the other students in a group. They did not participate well because of their low ability in absorbing the material and they did not pay attention to the teacher’s explanation. In the meeting one, the researcher was tried to use individual test.

Furthermore, in the meeting 2, the researcher tried to use pair work to the students to do the exercise. The result of the post test at the end of the first cycle in meeting showed that there were 40% students got $\leq 85$. The average score gained by all students were 85 and the low score was 60. It was not successful because it was still below the criteria of success, which required at least was 86. In cycle 2, cycle, the average the students who got $\geq 86$. The average score gained by all students were 90. The advantages of Think Pair Share are the students can share their own the information and many the information above the text into the discussion with their pair and the other friends, the students not only did the exercise by themselves but also they did it together with their partner.

CONCLUSION AND SUGGESTIONS

Based on the finding and discussion in the previous chapter, the researcher concludes that the used of Think Pair Share (TPS) technique can improve the students’ reading comprehension. Think Pair Share (TPS) technique was one of technique to introduce the topic in teaching learning, because the students can share many the information of the text.

There are some suggestions for the English teacher and the future researcher. For the English teachers, the outcome will give feedback to the improvement of the students’ reading comprehension and expected to have an alternative way or technique in teaching such as by using TPS. For future researcher, the result of the research will help them to improve their skill in teaching reading comprehension. The result is useful as reference to conduct a further research using think pair share technique, such as a classroom research, to motivate the students in learning.

REFERENCES


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