

ENHANCING READING COMPREHENSION THROUGH THINK, PAIR, AND SHARE TECHNIQUE IN TENTH GRADE OF MA RAUDLATUL ULUM PUTRA

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Abstract

This study was aimed to enhance reading comprehension at the tenth grade students of MA. Raudlatul Ulum Putra in academic year 2021/2022 by using think-pair-share technique. The researcher used Classroom Action Research (CAR) as the research design. The subject under this study was 24 students of tenth grade of MA. Raudlatul Ulum Putra. There were some instruments used to support this research, such as: observation sheet, field note, lesson plan, and test. The result of this study showed that think, pair, share technique had a positive effect on the students' reading skill. In pre-test, there are only 1 students from 24 students who got the minimum standard score, whereas the mean score was 36.14. In cycle 1, there are 2 students who got the minimum standard score, whereas the mean score was 59.9. In cycle 2, there are 3 students who did not reach the minimum standard score and 21 students could reach it, where the mean score was 79.8. Based on the result, the research improved the students' reading comprehension at the tenth grade of MA. Raudlatul Ulum Putra successfully. Furthermore, the researcher supposed that using this technique was very useful to motivate students in reading.

Key words: *reading comprehension; think-pair-share technique; enhancement; education; teaching*

1. INTRODUCTION

Reading is one of the four necessary important language skills for English as second or foreign language (ESL/EFL) for academic success. In reading foreign language, it is still difficult for the students to master. It can be seen from the general students' comprehension about topic in the text. They are difficult to comprehend the topic which they have read. In learning process, reading has a crucial place because by reading the students can get a lot of information, they can enrich their vocabulary, knowledge, spelling and their writing. Through reading ability, they will show how good they understand English. Grabe & Stoller (2002: 9) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

Many reading methods have been used in classroom to help students have better understanding when they read. The result shows that some are successful with particular group students but some are not. Actually, what should be taken into consideration now is the way the knowledge is presented. As we know that teacher center approaches in tradition all classroom learning activities do not produce active recipients. It is not effective enough to promote language acquisition.

After doing observation in the classroom of the tenth-grade of MA Raudlatul Ulum Putra, the researcher found the problem of the students in reading comprehension. The students have problem in finding the main idea, textual references and lexical meaning of the text. In other words, the students' reading ability was still low. The problem that occurred is explained by the fact that this senior high school still encountered problems in presenting English. In teaching reading, the teachers still use the traditional techniques in presenting the material to the students. Therefore, when the teacher presents the material in front of the class, just a few students pay attention to the lesson. It can be seen from their result of the test in reading text that the students score does not reach SKMB that decided from the school. The SKMB is 75, and the average of the students score in the tenth grade of MA. Raudlatul Ulum Putra at Academic year 2021/2022 is still under 75, that is 36.14.

To solve these problems, the researcher is interested to apply one of cooperative learning methods, that is think-pair-share technique. The reason why the researcher chooses it because this is simple technique to keep all students involved in class discussions and provides an opportunity for every student to discuss by allowing them to think carefully about their answer and talk about their thinking with a partner before they are called on to respond. Thus, it is a powerful reason to employ this technique in order to structured students' thinking and their discussion. Think-pair-share is the cooperative learning technique that was developed by Lyman (1987) and his colleagues at the University of Maryland. He stated that there are three steps in think-pair-share: the first is Think. The students should take a few moments just to think. The second is Pair. The students compare their mental or write notes with their tablemate. In this activity, they can identify they think are best. The last is Share. This activity is done after the students discuss with their tablemate. The teacher can call the students randomly to come forward and share their idea with the students in whole of class. According to Duff and Maley (1990),

the use of think-pair-share technique in the classroom offers the following advantages: a) It offers a wide range of styles, vocabulary, etc; 2) It deals with matters that concern students and are related to their personal experiences; 3) It is open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.

Based on the statement above, think-pair-share is believed to make the students more active during learning and teaching process because the students could share and discuss with their partner and then with the whole of class. In this case, the language teaching method will be measured to emphasize the knowledge thought and share, and learners will express their willingness through pair interaction with their friends in real situation. The importing thing in this activity is that learning in community is more efficient than learning individually. In learning reading comprehension, it is important because the students can share their idea about the text.

2. METHODS

In this research, the researcher used Classroom Action Research (CAR). CAR is a simple research to solve the problems that is done by the teacher. It can be used to enhance daily work practices, to resolve specific problems, and to develop particular projects and programs. Burns (1999:30) writes that action research is the application of a fact finding to practical problem solving in a social situation with view to improve the quality of action within it, involving the collaboration of all research team members.

Latief (2003:104) said that Classrom Action Research for English subject was to develop a strategy or undeveloped strategy of teaching and learning process in order to solve the problem that the teacher and the students have. In this research, the researcher was complicated in teaching and learning process, collecting and analyzing data, also making a conclusion and report. In other word, the problems of this research came from the difficulties of the students in understanding reading materials. This research focused to introduce the students to the English teaching technique which is able to enhance their reading skill.

The purpose of this research was to enhance reading comprehension, especially at the tenth grade students of MA. Raudlatul Ulum Putra. Before doing the research, the researcher did preliminary study and observe the condition of the students' ability during teaching and learning process.

This research was conducted at the tenth grade of MA Raudlatul Ulum Putra. This class consisted of twenty-four students. This school is a private school on Jalan Sumber Ilmu, Ganjaran, Gondanglegi, Malang.

In conducting the class, the researcher used think-pair-share (TPS) as the technique. This technique was conducting by using this step: the first step, the teacher giving an issue or topic then asks students to spend a few minutes to think individually. The second step, the teacher asks the students to pair off and discuss what they have been thought. In this step, the students can give opinion each other. And the final step is the teacher asks the pair to share what they have been discussed with the whole class. The teacher can call the pair randomly and asks him to present their idea in front of the class.

3. FINDINGS AND DISCUSSION

The result of the test showed that the students' reading comprehension enhanced. It can be seen that the students' mean score in the first test was 36.14. This mean score showed that the student's ability in reading comprehension was low. It happened because there were many factors such as difficulty in finding main idea in the text, the word meaning and lexical meaning of the words.

After knowing the students' problem, the researcher tried to give treatment to the students by doing this technique. The result of the post-test in cycle I showed that students' ability in reading comprehension could be. In addition, the mean score of cycle I showed that the students' ability in reading comprehension has a significant progress. It could be proven from the result of data analysis that the scores were enhanced from 36.14 to 59.6. Although it did not reach the target, it showed that the study successfully enhanced the students reading ability.

The result of first cycle was not successful in improving reading comprehension, so the researcher continued the cycle and revise the weaknesses in the previous meeting. After the researcher gives the students treatment and tests them in next cycle, the students' progress looked. So, the researcher finished the research in cycle II. The treatment applied in cycle II has successfully increased the students' average score and the students could reach the standard minimum score which has been set by the school. It showed that the mean score in cycle II is higher than in mean score of cycle I. The mean score of the post-test in cycle II that was obtained from the subjects under study was 79.8. This significant progress indicated that enhancing reading comprehension through think-pair-share technique in cycle II was more effective than in cycle I. It is because the researcher done this cycle by analyzing the weaknesses in cycle I.

The enhancement of students' reading comprehension by using think-pair-share technique was effective, and it was a good technique in conducting learning and teaching English. In applying this technique, the researcher prepares the lesson plan and the material of reading.

Based on the enhancement of the subject under study, it could be concluded that the use of think-pair-share technique in teaching reading was effective. It was supported by Ariani (2013) who argued that "think-pair-share technique provided chance to students to explore other ideas or background knowledge to help them answer the question posted by the teacher. It was because in TPS implementation, the students discuss the answer of the posted question in pairs. TPS is also highly motivating and helps students in learning".

Dealing with the study, the think-pair-share technique also has been effectively implemented in the teaching of reading. Usman (2015) analyzed Lyman's (1987) statement that was stated that "think-pair-share technique increases the kinds of personal communication that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on teacher authority". Finally, the researcher concluded that think-pair-share technique is successful in enhancing students' reading comprehension of the tenth-grade students of MA. Raudlatul Ulum Putra.

4. KESIMPULAN

In this study, the researcher concluded that the students' reading comprehension enhanced after implementing think-pair-share technique at the tenth grade students of MA. Raudlatul Ulum Putra. It can be seen in the cycle II that almost all students got mean score 79.8. It meant that the students could reach the standard score that is stated by the researcher, that is 75. Before implementing this technique,

the researcher observed the students' problem in understanding reading text. They were difficult in finding the main idea, textual references, and lexical meaning of the text. After implementing think-pair-share technique, the result of the post-test in cycle I showed that the students' reading ability has a significant progress, it was enhanced from 36.14 to 59.6. Although it did not reach the target, it showed a good progress for the students and the researcher continued to the next cycle where the implementation of cycle II was revised from cycle I by repairing the weaknesses of cycle I.

The suggestions are directed to English teacher. The English teacher should be friendly, enjoyable, and build a comfortable classroom atmosphere and encourage the students to read English text. Teacher also needs to apply activities which make the students confident to read a reading text. Beside that, using media to manage and support the classroom activity is also very important for the teachers. So, the teacher should have many ideas and creativities to make the students feel comfortable motivated in the class. The result of the study is also hoped to enrich the teacher's knowledge about the strategies, method, and technique in using cooperative learning. Practically, the teachers in MA. Raudlatul Ulum Putra are suggested to use this technique for enhancing students' skill, especially in reading comprehension. []

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