# THE EFFECT OF USING THINK PAIR SHARE ON STUDENTS READING ABILITY

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## ABSTRACT

The purpose of learning English does not run on certain scope of school, but it reaches all grades. The significant aim is enabled the student to communicate in English. A communication skill can be developed and reached through some elements which should be studied, there are major of skill, namely; speaking, reading, writing, and listening which are presented in the 2004 English curriculum. It cannot be realized which English is a part of communication, and used in the world. English is an international foreign language especially in Indonesia which attached middle of formal school. That is why English is not commenly learnt in some countries, but also categorized as foreign which learnt for communication.

In English teaching process, TPS can be used as an intensively as the alternative way that can be comprehensively applied in teaching English, including reading. This research will be done to find out the effect of Think Pair Share on student's reading comprehension achievement. The experimental research is done with many previous reseacher who done in middle of level of class so that Think Pair Share never applied at upper level such as in the eleventh class SMA 17 Agustus 1945 Banyuwangi. Through it is necessary to do a research entitled "The Effect of Using Think Pair Share on students reading ability.

The complex of dynamic reading process that involves to bring of meaning and getting of meaning from printed page (Rubin, 1993:4). Basically, reading is a process of getting information from written words. Reading passages usually tells about the aim to grasp the author's idea. The process of getting the meaning of the printed is not the simply ways of reading activities.

The hypothesis is statistically stated there is a significant difference in the reading comprehension achievement between students who was taught using think pair share technique and the conventional technique. The result of the analysis which is computed by using SPSS version 20, it could be found that the value of significance for teaching strategy .04, it can be concluded that sig. value (.04< .05) or it means that Ho is rejected and Hi accepted. "there is a difference in students reading comprehension achievement between students who was taught using TPS and Conventional technique.

**Key words: effect, Think Pair Share, reading ability.**

The purpose of learning English does not run on certain scope of school, but it reaches all grades. The significant aim is enabled the student to communicate in English. A communication skill can be developed and reached

through some elements which should be studied, there are major of skill, namely; speaking, reading, writing, and listening which are presented in the 2004 English curriculum. It cannot be realized which English is a part of communication, and used in the world. English is an international foreign language especially in Indonesia which attached middle of formal school. That is why English is not only studied in some countries, but also categorized as foreign language which is studied for daily communication.

In the English teaching, reading is one of alternative communication skills that need to be developed in classroom activities. It is needed, because reading will be included in the whole of activities in teaching English process. Children's comprehension of English language depends in large part upon their effective way to study and understanding of part of language skill. Reading experience is a central component of good reading instruction comprehending (Austin, 2002:5).

Lehr (2005:3) states that a major goal of reading comprehension instruction is to help students expand the knowledge, skills, and strategies they must possess to become proficient and independent readers. In addition, Jenkinson (1998) states the reading process is one of alternative ways for receptive learning, stressing. Then others state Current views of reading regarding as an interactive process which goes on between the reader and the text resulting in comprehension. The text presents words, sentences, and paragraphs that encode meaning (Crismore 1989). Thus, it can be concluded that reading activities is an important way of getting knowledge and information in different types of material and different purposes.

By definitions, reading means to describe or interpret what sentences construct in printing words. Reading is as thinking process, the rebuilding and restoration of meaning behind printed symbols or that the process of understanding written language. It also calls as a transaction between reader with and the text (Roe, 1995:3-4). Reading is called as one of reception knowledge, reading also has a significant function towards in mastering English.

M.afan.Marhaeni, N. Dantes(2013) conducted an experimental for the design with TPS in eight grade SMP 13 Mataram. He stated to tell about the benefits of this strategy, they are; First, Presenting "think time" improves the students' response quality. Second, students became actively participated in thinking about the academic concepts presented in lesson. Third, research reveals that we need time to mentally "chew over" new ideas in direction to keep them in memory. Fourth, when teachers served much capacity of information on students needed at once time, mostly of them are lost. Fifth, if the teacher gives students time to "think-pair-share" throughout the lesson, more of the critical information will be kept in place.

TPS can be used as an alternative manner which can be applied in teaching English, including reading. Based on the data above mostly tried in SMP students, and one of the researcher found there is no effect, so to make it specific of the proof the researcher can define that TPS is needed to be applied to know whether any effect to SMA students. This research will be done to get out the effect of Think Pair Share on students' reading comprehension achievement. The quasi experimental research is conducted at the eleventh class SMA 17 Agustus 1945

Banyuwangi. It is necessary to do a research entitled "The Effect of Using Think PairShare on students reading ability in XI grade students in SMA 17 AGUSTUS 1945 BANYUWANGI".

## Method

The research design used in this study is quantitative with the quasi experimental method chosen to test the hypothesis. Quasi experimental research is a good design of the research because although it is not true experiments, it provides reasonable controlled over most sources of invalidity and it is usually stronger than the pre experimental design (McMillan and Schumacher, 2006).

Quasi experimental is a design where the researcher is able to control the treatment but is not able to randomly assign the subject of the treatment (Ary, 2010). According to Ricard (2002: 276), an experiement is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).

Quasi experimental design focuses on treatment and outcome, hence the data take from pre test and post test in order to know whether mind mapping can improve english writing skill of descriptive text. In this research design, there are two kinds of classes used. There are the experimental class were given treatment by using think pair share and controlled class by conventional way (Ary, 2010). Actually, there were two main variables namely the use of TPS technique and conventional and the dependent variables measures for the groups (students' reading comprehension scores of experiemental group and control group).

A quasi-experiment is an empirical interventional study used to estimate the causal impact of an intervention on target population without random assignment. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment. In some cases, the researcher may have control over assignment to treatment.

**Table 3.1 Nonrandomized control group, pretest posttest design**

| Group | Pretest | Independent Variable | Posttest |
|---|---|---|---|
| E | Y1 | X | Y2 |
| C | Y1 | - | Y2 |

The population of the research was the eleventh grade students of 17 Agustus 1945 Banyuwangi senior high school in academic 2017/2018. The eleventh grade students of SMA 17 Agustus 1945 Banyuwangi became the target population of this research. There were two classes of eleventh grade, eleventh science and eleventh social with the total number 47 students.

The method of this study is quasi-experimental, the researcher is impossible to assign randomly the students into experimental and control group. The researcher decided the group by using lottery. As the result, the students of eleventh science consist of 24 students as control group and the students of eleventh social of consist of 23 students as experimentgroup. So, the total number

of the students are forty seven students. Both of the classes have the same ability. This can be proved by the pre-test. The main scores are 77,58 and 73, 47.

Data analysis purposes at testing the research hypothesis that was, the students who were effected by TPS had better comprehension in reading English narrative text than those taught by conventional teaching strategy. Further, the data in this study were first of all organized and summarized using descriptive statistic. Ary et al., (2010: 101) stated that descriptive statistics is a technique of handling quantitative information which enables researcher to organize, summarize and describe observations.

Moreover, Sulistyo (2007: 104-105) classifies scoring into two based on the test taker's response is viewed and treated. The first is dichotomous scoring. The number utilized in this kind of scoring is 0 (zero) and 1 (one). The test that commonly requires this dichotomous scoring is multiple-choice, true-false, correct-incorrect that suggest a dichotomy in producing responses.

The next step was calculating the whole scores by giving weight to each item. The score for each subject was calculated by multiplying the correct answer with weight. The weight of each item was got by dividing 100 with number of the whole items 25.

To check the hypothesis of the research, data analyses were statistically conducted. The data which were in the form of score representing the students' reading comprehension ability of the experimental group and the control group were analyzed, it was used to determine wheter the mean scores got by the students in two groups after getting treatment differed significantly.

The data were gained from students' pretest and posttest that contained of 25 items. The scoring was dichotomous in which a student's correct answer was scored 1 and a student's wrong answer was score 0. The scoring procedure was students'correct answer times 4 equals total score. The data also gained from posttest was organized and summarized using descriptive statistics. After that, the data was statistically computed by using inferential statistics to test the hypotheses.

In order to determine the statistical hypothesis of this research whether the null hypothesis or alternative hypothesis is accepted or rejected and also to answer the research problems, the computed F-value should be compared with F-distribution (using manual computation) and P value (sig) is compared with $\alpha = 0.05$ (using SPSS computation).

In analyzing the data of the post test to answer the research problem and also to define the hypothesis, this research employed analysis of Whitney U Test from SPSS version 20 computation. According to Ary et al., (2010: 184) the layout of an experiment to investigate the effect of independent variable to the dependent variable which is called as quasi experimental design, and the result is analyzed by Whitney U Test. The statistical computation of this research was computed by means SPSS 20.

## Research Finding

The result of this study is presented to know the difference scores between of the experimental group and the control group. With all inferential statistics, we assume the dependent variable fits a normal distribution. When we assume a

normal distribution exists, we can identify the probability of a particular outcome. We specify the level of probability (alpha level, level of significance p) we are willing to accept, before we collect data ($p < .05$ is common value that is used). After we collect data we calculate a test statistic with a formula.

We compare our test statistic with a critical value found on a table to see if our results fall within the acceptable level of probability. Modern computer programs calculate the test statistic for us and also provide the exact probability of obtaining that test statistic with the number of subjects we have. The computation is performed with the assistance of SPSS version 20 for windows.

The result of the post test for control group and experimental group are summarized at the following table

**Group Statistics**

| | Groups | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | TPS | 23 | 75.13 | 6.601 | 1.376 |
| | CONVEN | 24 | 78.46 | 3.050 | .623 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Score | Equal variances assumed | 12.411 | .001 | -2.234 | 45 | .030 | -3.328 | 1.490 | -6.328 | -.328 |
| | Equal variances not assumed | | | -2.203 | 30.694 | .035 | -3.328 | 1.511 | -6.410 | -.246 |

The table shows that among the 23 students of experimental group and 24 students of control group, the highest score of the post test of the experimental group is 84 and the control group is 87, the lowest score of the post test of the experimental group is 64 and the control group is 70. It shows the difference in terms of the highest score and the lowest score between of the experimental and control group post test.

The statistic in table 4.1.1 indicates the mean score of the post test of the experimental group is 75.13 and the control group is 78.46. It shows the

difference of post test score in terms of the mean score compared between the experimental group and the control group.

The standard deviation of the post test of the experimental group is 6.601 and the control group is 3.050. It means that these two sets of scores have the data value cluster are close around the mean. The post test results of the experimental group which has been treated using Think Pair Share and control group using conventional technique, which the result can be seen on the previous table, are different in highest, lowest, and mean scores.

The statistic in table shows that among the 23 students of experimental group and 24 students of control group, the $t_{obt}$ was -2.234 and the degree of freedom (df) of the post-test was 45, it means that the $t_{crit}$ (-2.234 < 2.017) and another side that the value of significance is .001. Based on the sig. of levene test which showed smaller than .05, it means that both of the groups are heterogeneous. So, the computation used Whitney U test. Mann-Whitney U test is the non-parametric alternative test to the independent sample t-test. It is a non-parametric test that is used to compare two sample means that come from the same population, and used to test whether two sample means are equal or not. Usually, the Mann-Whitney U test is used when the data is ordinal or when the assumptions of the t-test are not met. The result will present below,

**Whitney U Test Summary Post Test between TPS and Conventional**

**Ranks**

| | Groups | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Score | TPS | 23 | 19.96 | 459.00 |
| | CONVEN | 24 | 27.88 | 669.00 |
| | Total | 47 | | |

**Test Statistics[a]**

| | Score |
|---|---|
| Mann-Whitney U | 183.000 |
| Wilcoxon W | 459.000 |
| Z | -1.997 |
| Asymp. Sig. (2-tailed) | .046 |

a. Grouping Variable: Groups

Table shows the statistical computation, Whitney U is 183, Wilcoxon W is 559, Z value is -1.997, and the sig. of test .04 < .05. It means that Ho is rejected and Hi accepted, it is stated that there is different of students reading comprehension achievement between students taught using TPS and Conventional technique.

The hypothesis is statistically stated there is a significant difference in the reading comprehension achievement between students taught using think pair share technique and the conventional technique.

Otherwise, the result of the analysis which is computed by using SPSS version 20, it was found that the value of Significance for teaching strategy .04, it can be concluded that sig. value (.04 < .05) or it means that Ho is rejected and Hi accepted. "There is difference in students reading comprehension achievement between students taught using TPS and Conventional technique.

## DISCUSSION

It has been stated in first chapter that the objective of this research is to examine the effect of using TPS on students reading ability. This study formulated the research problem. Is there any difference in the reading comprehension achievement between students taught using Think Pair Share and the Conventional Technique?.

The question is to mesure whether there is or not differences in the reading comprehension achievement between students were taught using think pair share and the conventional way. Understanding the homogeneity on Levine test that the sig. consequence is smaller than the alpha < .05 , So the computation is done using Whitney u test, and the findings on chapter IV shows that there is a fact of difference in reading comprehension achievement of students taught using think pair share and conventional technique. The sig. of the test is .04 < .05, it means that gently it can be stated that Ho is rejected and Hi accepted. There is improvement on the post test score of experimental group. It means that TPS is effective way in improving students' reading comprehension achievement. This study strange then the previous study stated by Siriphanich (2010), the result of the study, after reading ability. It means that using TPS is more effective in teaching reading comprehension.

There are some theories and previous studies stated in the background of research related to think pair share technique. According to Polsen (2003/2004) proved that using think pair share technique as a pedagogical strategy led to improve in students learning. This was primarily built on helping them to develop skills and then supporting them in depicting this information within a visual format.

The study also stated that the intructions and advantages of think pair share have crossed curricular qualities, and can be potentially applied to all age ranges and learning abilities. The study of Polsen (2003/2004) has been similiar with this study that think pair share can improve the students' learning.

Mento et al (1999), declare that think pair share is a powerful cognitive tool which can be used in avariety of ways because of its ability to evoke associative. It was found to be especially successful for case teaching, where students are needed to gather, interpreted, and communicated as large quantities of complex information.

Think pair share is the effective way to improve the students' reading comprehension. It should help the students comprehending the essential of the text, and find not only the main idea but also the moral value of a narrative text.

To creat the real condition whether accurately the teaching learning runs well, the teachers explain clearly about story before starting the teaching learning process.

The study of Kurniawan (2003) has similar with this study, that is think pair share can improve the students' reading comprehension and the differences are the used of the text and the instrument used. Kurniawan used achievement test, observation check list and field note to get the data. But, in this study used reading comprehension test and extrovert/introvert questionnaire. This study is streng then the study of Kurniawan.

## Conclusion and Suggestion

Based on the result of the analysis and discussion, this study makes a conclusion that the students' score in reading comprehension taught using Think Pair Share technique is better than using the conventional technique. It can be seen from the score of Think Pair Share technique is higher than conventional strategy on pretest and posttest summary.

It means that Think Pair Share technique is more effective than conventional strategy. But, in other case can be stated in computation of system which is comparing with control class, there is difference in reading comprehension achievement between students taught TPS and conventional technique.

## Suggestion

Based on what have been done in this study, there are some suggestions for further research in the field of the interpretation of think pair share in teaching reading. The suggestions are expected for teachers to teach better.

English teacher who would like to act think pair share in their classes must be well aware that preparation before teaching is very important, because it can determine the success of the teaching-learning process. Teachers should understand the important role that they have in classrooms to create a good learning environment. They should consider about the time management when using think pair share technique.

There is also suggestion for those who are interested in conduction similiar studies. Students from another level (senior high school or junior high school students) can be involved in this research as they have different characteristic. However, due to the limitation of this study, the result of this research cannot generalize. Since this research employed quasi-experimental research design, the sample and time are limited.

Therefore, it is suggested for further researcher to conduct true-experimental study, which involves longer time. There are some suggestions for further reseacher in the field of the implementation of think pair share in teaching reading, the suggestions are expected to be taken as consideration by the reseachers who are willing to do research in the same field. Moreover, it is also expected to be suggestions for teachers to teach better.

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