

The effectiveness of think pair share (tps) method on reading narrative text

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Abstract

Reading is one of the basic in English skills, just as important as writing, speaking, and listening. Besides, reading is closely related with other subject. There are many types in reading, one of them is narrative text. Narrative text is taught to the 2nd grade students of Junior High School. Students need some method in teaching narrative text that can help them to learn easier, one of the method that can be applied in teaching narrative text is Think Pair Share (TPS). TPS is categorized as cooperative learning that demand students to share their ideas to their pair. The students worked in pair or in small group discussion to discuss the topic given and share each other. The objective of the research to know the effectiveness of Think Pair Share (TPS) method on students reading achievement. The research design of this study is experimental research. The researcher apply quasi experimental. The subject of the research was second class students of MTs Mamba'us Sholihin Suci Manyar Gresik Tehnique of data collection is test, pre-test, treatment, and pos-test. Meanwhile, tehnique of data analysis , the researcher used IBM SPSS statistic 20 for windows. The result of the research showed that the significant value of students test both experimental group and control group was 0.00. It was lower than <0.05 as level of significant which meant that students who were taught by Think Pair Share methods get higher score of reading comprehension than the students who were taught by conventional method with the significant value of 0.00<0.05. So, this research showed that Think Pair Share method affect significantly on students' reading comprehension of 2nd grade students of MTs Mamba'us Sholihin Suci ManyarGresik. The result of this research, conclude that students who are taught by Think Pair Share method got higher score on their students reading comprehension.

Keywords: Reading, Think Pair Share (TPS), Narrative text

INTRODUCTION

When learners learn English, they should master all skills of English as well as reading. Learning reading is associated with the text, there are many texts that should be mastered by the learners. According to Silberstain in Simanjuntak (1998), she defines reading as an active process of interacting with print and an instantaneous association of those symbols with the readers' existing knowledge. Besides, reading is closely related with another subject. In reading, there are many types of text such as procedure text, recount text, report text, narrative text, descriptive text, anecdote, spoof, explanation, news item, etc. Narrative is related to story or the story of daily activity in

the past. Learning narrative text is learned in level of junior high school. Most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic text. The students are more interested in learning if they make a pair, especially with his or her chairing mate or other. They can discuss with his/her pair in his/her seat. Because, his or her chairing mate is his or her good friends, so they can discuss openly. This technique gives the opportunity to the students to work alone and also in a group by following three steps. They are Thinking, Pairing, and Sharing or usually called by TPS. This technique is beneficial to improve students' comprehension in reading. Think Pair Share (TPS) require the learners to solve some problems in cooperative way.

Think Pair Share technique has been a foundational tool in cooperative learning, it can be applied such as in many classrooms, workshops, and training rooms. Carroll (2007: 102)

Hence, the study is intended to try TPS method in order to know the effectiveness of Think Pair Share (TPS) method on students reading achievement. The researcher conducted a study on experimental research. The researcher apply quasi experimental to the second class students of MTs Mamba'us Sholihin Suci Manyar Gresik .

METHOD

This study uses an experimental design, especially a Quasi-experimental design because the purpose of this study is to determine the effectiveness of the Think Pair Share (TPS) method on student reading achievement.

To conduct this research, the researcher used experimental design. The researcher do experiment by using TPS method to solve students' problem of bored in learning reading. There are two variables applied in this research, TPS is as independent variable that will be experimented in this research, and reading achievement is as dependent variable that is to measure the successful of this research. The steps of this research is administrating pretest to students, then treatment is given in several meeting to applied the method of TPS in teaching reading especially for narrative text. After having treatment, the students are given test as posttest to measure the result. Meanwhile, tehniqe of data analysis, the researcher used IBM SPSS statistic 20 for windows.

FINDINGS

The data of this research is in the form of number. Then, it will be analyzed by statistical analysis using SPSS program. The detail is as follow:

I. The students' reading narrative text score.

- a. The result of the students' reading narrative text score in pre-test. The descriptive statistics of pre-test was presented in Table 1 below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	35	45	80	60.29	9.848
Pre-Test Control	35	45	80	58.86	10.152
Valid N (listwise)	35				

Table 1. Descriptive statistics of students' pretest score

From the data above, table 1. consists of the result of the students' score before getting the treatment. There was similarity in the maximum score and minimum score of each group. The minimum score of experiment was 45 and the maximum was 80. While, the minimum score of control was 45 and the maximum was 80. On the other side, the mean of each group was different. The mean score of pre-test experiment was 60,29 and the mean score of pre-test control was 58,86.

- b. The result of the students' reading narrative text score in post-test. The descriptive statistics of post-test was presented in Table 2. below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experiment	35	60	90	77.43	9.024
Post-Test Control	35	55	85	68.71	8.689
Valid N (listwise)	35				

Table 2. Descriptive statistics of students' posttest score

Table 2. above consists of the students' score after getting the treatment. The minimum of post-test experiment was 60 and the minimum of post-test control was 55. While, the maximum of post-test control was 85 and the maximum score

of post-test experiment was 90. On the other side, the mean of each group was different. The mean score of post-test experiment was 77,43 and the mean score of post-test control was 68,71.

- c. The result of the average from pre-test post-test experiment and pre-test post-test control. It could be seen in Table 3. below

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	35	45	80	60.29	9.848
Post-Test Experiment	35	60	90	77.43	9.024
Pre-Test Control	35	45	80	58.86	10.152
Post-Test Control	35	55	85	68.71	8.689
Valid N (listwise)	35				

Table 3. the average from pre-test and post-test score

Based on the table 3. above, it could be seen the average from research. The average from pre-test post-test experiment and pre-test post-test control. The average value of pre-test experiment is 60,29 and the average value of post-test is 77,43 and other hand the average value of pre-test control is 58,86 and the average value of post-test control is 68,71.

II. Contribution of Think Pair Share (TPR) to Reading Comprehension

a. Normality

Normal test is needed to find out whether the research hypothesis has been distributed normally or not, the data is homogeneous or heterogeneous. This test is assessed using SPSS Statistics 20. Normality can be seen as follows

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment (TPS)	.117	35	.200 [*]	.953	35	.140
	Post-Test Experiment (TPS)	.171	35	.011	.921	35	.016
	Pre-Test Control (Conventional)	.180	35	.006	.923	35	.018
	Post-Test Control (Conventional)	.137	35	.096	.936	35	.042

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test the data for normality used Kolmogorov-Smirnov^a. The condition of a data is said to be normally distributed if its significance or p value > 0.05. Based on the results of the normality test the data above shows that the results of the experimental class post-test significance is 0.016. This shows that the data is normally distributed because the significance is $0.016 > 0.05$. Likewise, with the results of the class post-test control the significance is 0.42. This shows that the data distribution is normal because the significance is $0.042 > 0.05$.

Thus, it can be concluded that the results of the experimental and control class post-test classes are both normally distributed. This can be seen from the significance of both more than 0.05.

b. Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.134	1	68	.715
	Based on Median	.056	1	68	.814
	Based on Median and with adjusted df	.056	1	67.096	.814
	Based on trimmed mean	.143	1	68	.707

From the homogeneity test results can be seen that the degree of significance is 0.175. This is also greater than 0.05. So, it can be concluded that the two groups are homogeneous.

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
Hasil belajar siswa	Equal variances assumed	.134	.715	4.115	68	.000	6.429	8.714	4.489	12.940
	Equal variances not assumed			4.115	67.903	.000	6.429	8.714	4.489	12.940

Data requirements were significant, that is when the sig. (2-tailed) value < 0.05 . From the table above the sig value (2 tailed) is $0,000 < 0,05$, then from that result the data is significant because the value of sig. (2 tailed) is smaller than 0, .05. From the table above, the calculation of the mean difference test of student reading between the pre-test and post-test data, can be seen if the probability value of significance or sig. (2 tailed) is 0,000 based on the T-Test output.

Discussion

The data of this research was taken from students' pretest and posttest score. From the data obtained, the minimum score of students' pretests from experiment class was 45 and the maximum score was 80. It is same as the minimum score of control class was 45 and the maximum score was 80. On the other side, the mean score of each group was different. The mean score of experiment group was 60,29 and the mean score of control group was 58,86. On the other hand, the minimum score of students' posttest from experiment class was 60 and the minimum score of control group was

55. While, the maximum score of control group was 85 and the maximum score of experiment group was 90. On the other side, the mean score of each group was different. The mean score of experiment group was 77,43 and the mean score of control group was 68,71.

After having knowing the different score of students' pretests and posttest, the researcher analyzed the data using independent T- test analysis. The data showed that the sig value (2-tailed) was 0.00. It was lower than 0.05 as level of significant which meant that there was significant effect of Think Pair Share on students' reading comprehension. From the analysis above it was enough to accept the research hypothesis which was the students who were taught by Think Pair Share methods get higher score of reading comprehension than the students who were taught by conventional method.

CONCLUSION

The researcher conducted this Experimental Research in second grade MTs. Mambaus Shilihin Suci Manyar Gresik. The data were collected from students' pretest and posttest. After analyzing the data using SPSS analysis, the researcher could conclude that Think Pair Share method affect significantly on students' reading comprehension. It could be seen from the result analysis using independent T-test analysis. The data shows that the significant value of students test both experimental group and control group was 0.00. It was lower than <0.05 as level of significant which meant that students who were taught by Think Pair Share methods get higher score of reading comprehension than the students who were taught by conventional method with the significant value of $0.00 < 0.05$.

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