

Improving Students' Reading Comprehension Through Think Pair Share Technique

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Abstrak

Purpose of the research is to improve the students' reading comprehension especially for the eight grade students of MTs Assyafi'iyah 04 Cilangkap through Think Pair Share Technique. It consists of 18 (eighteen) students in class 8C. This research is a classroom action research with qualitative approach. As for design classroom action which is used in this study is to use a model of Kemmis and Mc Taggart that use 3 cycles, where each cycle is plan, action, observation, and reflection. The result of the research has indicated that Think Pair Share technique is able to improve students' reading comprehension. In each cycle, from cycle one to cycle three, the students score result shows the significant increase for their reading comprehension, as follow: the increase of cycle (1) 44.5%, cycle (2) 61%, cycle (3) 83%. The conclusion of this research is that Think Pair Share technique able to improve students reading comprehension.

Keywords: Classroom Action Research, Reading Comprehension, Think-Pair-Share Technique.

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INTRODUCTION

Reading is one of the skills in English department, that the students in understand something. And also reading is one of the skills which must be taught to students as one of the teaching and learning activities in English class.

Through reading activity, the students can improve knowledge, information, news, attitudes, and wise in thinking. Reading activity can be trained by parents and teacher starting from kindergarten or elementary. It should be a habitual for our next generation because of reading well can deliver much good opportunity. Wallace (2014) state that "there are three personal reason for reading: we read to survive (reading for survival), we read to learn (reading for learning), and we read for pleasure (reading for pleasure)."

According to Sahrin, etc (2013) that, "Comprehension is the process of deriving meaning involves word knowledge as well as thinking and reasoning." From those explanation above it can conclude that reading comprehension is about thinking and reasoning. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

In teaching reading there are some media and techniques which are good for improving students' reading comprehension. One of the technique is Think Pair Share (TPS) technique. According to Kagan (2009:148), that Lyman created a very powerfulll france sequencing three structures called Think Pair Share. Since there are many ways to think, many ways to pair up, and many ways to share with

the class. Think Pair Share is a cooperative learning strategy where students think about their response to a prompt or question, and then discuss their individual answer in pairs.

METHOD OF THE RESEARCH

The research conducted at Eight Grade First Semester of MTs Assyafi'iyah 04 Cilangkap, Jakarta in academic year 2020/2021. This research focus at the eight grade for two months. It was implemented on July-August 2020.

The writer uses a classroom action research with qualitative approach. According to the definition of classroom Action Research is a form collaborative research by educators to improve the learning process that has been done in order to improve the learning outcomes of learners (achievement) through the stages known as cycles. Kemmis and Mc Taggart said that "action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of the own social or educational practice, as well as their understanding of these practices and the situation in which these practice and the situation in which these practice are carried out."

According to Kemmis and Mc Taggart (1990), there are four basic steps in the action research. They are plan, action, observation, and reflection. The researcher uses some technique to collect data, as follows:

a. Observation

The observer observes about how the teacher prepares the class, sets lesson plan and the material, starts the class, gives the instruction, handle the dynamics, gives the test, and finished the class. The writer also observes students activities and the situation of teaching and learning process in reading.

b. Test instrument

The test used in this study is a reading comprehension. The tests consist of one parts of reading text. The parts have the form of multiple choices, which is then followed by a number of questions: 1-10 questions.

c. Documentation

The writer would record visual data about learning process or result of learning activity of the students in the class. So, the writer knows about the learning activity of the students' in the class.

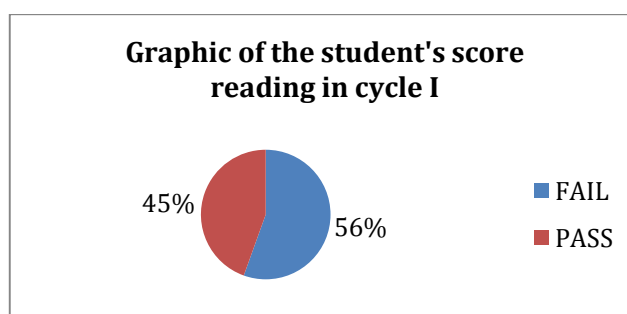
d. Interview

The interview was done to know the effectiveness of the action. The researcher interviewed the students about the activities in the teaching and learning process.

RESEARCH RESULT AND DISCUSS

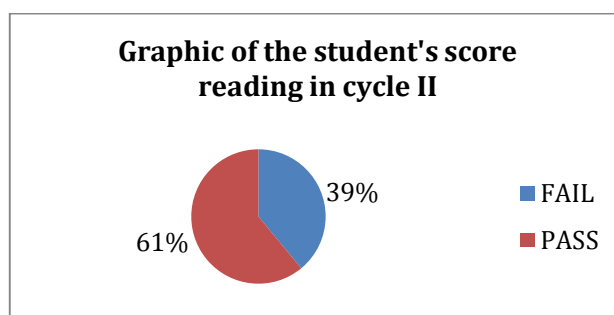
Based on the reading comprehension 8 students of 18 or 44,5% could reach 78 of the standard minimum achievement. The researcher is trying to find a way to make the students enjoyed following the lesson, and to be focus in reading comprehension, and how to make them comfortable but still in the serious

condition when they share in front of their classmate. This chart describes the passing of students' learning result in reading skill for cycle 1.



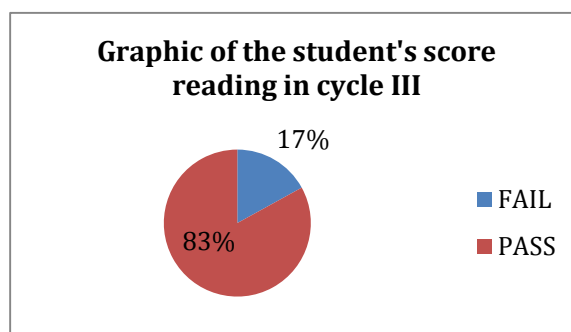
Picture 1. Students' Grade Chart in Cycle I

The result of the cycle II running well. Most of the students based on the cycle II which had been done, there was a great progress of the students in reading comprehension, most of students could increase their motivation and they could increase their score from cycle 1. Besides that, the researcher made the chart that showed the passing students' learning result in reading comprehension using think pair discussion technique at eight grade for cycle II based on KKM=78:



Picture 2. Students' Grade Chart in Cycle II

The result of the cycle III running well. From the students' side, they looked so happy and enjoyed all classroom activities. Most of the students based on the cycle III which had been done, there was a great progress of the students in reading comprehension, most of students could increase their motivation and they could increase their score from cycle II. Besides that, the researcher made the chart that showed the passing students' learning result in reading comprehension using think pair discussion technique at eight grade for cycle III based on KKM=78.



Picture 3. Students' Grade Chart in Cycle III

This chart depicts, the passing of students' learning result in reading comprehension had been improving than the previous cycles. There were 3 students who failed KKM or in percentage there were 17% and the student who passed KKM were 15 students or 83%. Based on explanation above the researcher concludes that the reflecting result in cycle III could be said to be successful. One of indicators that the action is successful is the improvement of the total percentages of students who pass the KKM. In this cycle total of students who passed the KKM were 15 person it was about 83% of students were passed. Compared with the score in cycle 1, it was 44,5% of students were passed. Means that from cycle 1 to cycle 3 there was about 38,5% improvement.

CONCLUSION

Based on the classroom action research that were completed in August till September 2020 at eighth grade of MTs Asyafi'iyah 04 Cilangkap, the researcher could give the conclusion that in learning teaching process by using Think Pair Share Technique can improve students' reading comprehension for students eighth grade of MTs Asyafi'iyah 04 Cilangkap. It is true that each cycle can improve the students' reading comprehension by using Think Pair Share Technique in learning teaching process.

Because each cycle can improve students' reading comprehension score, this can make the effects of their difficulty in learning reading is going to easy. By using Think Pair Share technique the students haven't difficulties in understanding the content of the text and their can answer when the teacher ask them to read their book and give their opinion or information about it.

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