

**IMPROVING STUDENTS' READING ABILITY BY USING THINK PAIR SHARE
(TPS) TECHNIQUE AT THE EIGHTH GRADE OF MTs NEGERI 1 BANDAR
LAMPUNG IN THE ACADEMIC YEAR 2021/2022**

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Abstract: This research aimed to improve students' learning activities and reading ability by using Think Pair Share (TPS) technique. The researcher used Classroom Action Research as the design of collecting data. It consisted of 2 cycles, the subject of this research was in one class with 29 students. The data collecting technique the researcher used test and observation sheet. The findings of this research showed that students learning activity showed improvement from the cycle I on the average 6.70 whereas it categorized as poor category. In cycle II it increased were on the average 7.51 whereas it categorized as good category. Then the average score of Students' reading test was improved, from the cycle I and cycle II. It was 37.93% on cycle 1 and in cycle II was 75.86% who passed the Minimum Mastery Criteria. Therefore, the writer concluded that the implementation of Think Pair share (TPS) technique was successful to improve students' reading ability and learning activity at the eighth grade of MTs Neegeri 1 Bandar Lampung in academic year of 2021/2022.

Keywords: Clasroom Action Research, Reading Ability, Think Pair Share (TPS) technique

INTRODUCTION

Reading is necessary skills for students of English throughout the words or sentence, it shows that the students not only expected knowing the meaning of text but they are also expected can comprehend the ideas from the text. According to Pang, et al (2003:6) Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

In learning language especially in reading the learner should be able to comprehend the text, then it will create reading activity can be meaningful." Moreover, According to Alyousef (2006:64) said that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interact dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge. It indicate that writing and reading has relation between the reader

and writer. The reader communicate through a text and attempt to obtain the purpose of information from the text they read.

In fact, to comprehend the text is not easy for the students to be mastered because the students always confused when reading a text. Moreover, in teaching learning process especially in reading the teacher must be familiar with the approach, method and also technique in teaching. According to Patel and Jain (2008: 123) there are some ways to make reading interesting: To learners, teacher should tell about the topic first. He should motivate students. it is expected could raise students motivation in learning because students motivation is important aspect in teaching and learning activity. The technique that they apply in classroom setting will assist the teachers to create their teaching more effective.

One of the technique to increase students reading ability the writer wants to apply TPS technique. Think-Pair-Share (TPS) technique, it is one of cooperative learning strategy as a group discussion where the learners will listen and share their opinion to their classmate. Think Pair Share technique consist of three steps: thinking time, pairing and sharing.

According to McTighe& Lyman (in Sharma and Saarsar 2018: 94) defined the Think-Pair-Share technique as a multi-mode discussion cycle that is divided into three stages: (1) Think, (2) Pair (3) Share. "Think-Pair-Share (shortened as TPS) strategy is one of the cooperative learning methods that encourage individual participation. The strategy is designed to influence the students' interaction style. It was first proposed by Frank Lyman in 1981 and developed by many scientists in recent years. Think- Pair-Share had been applied by many researchers in their research.

Based on the preliminary research at the eighth grade of MTs Negeri 1 Bandar Lampung. The writer found some problems in learning reading. The preliminary research was conducted by interviewing the english teacher of eight grade and pre-test, the teacher said most students have difficulty understanding the context of the text they get difficult in comprehend the text when they find new word. They have limited vocabulary then sometimes they getting stuck in reading because they do not understand to the sentence or word. The students can not conclude the specific ideas and information from the text they had been read and they were not interesting in learning reading because they think that reading is boring activity to do.

Reffering to these problem, the author would like to applied one of strategy in teaching to decreased problems which come up in reading and to improve students reading ability by implementing, Think Pair Shaare (TPS) technique in teaching reading. The writer decide to focused in her research on improving student reading skill especially to comprehend the text and students learning activities. Therefore, the writer purposes a researcher entitled **"Improving Students' Reading Ability By Using Think-Pair-Share (TPS) Technique at the Eighth Grade of MTs Negeri 1 Bandar Lampung In the Academic Year 2021/2022"**.

METHODS

In conducting the research the writer use Classroom Action Research (CAR). Zuriyah (in Barnawi et.al 2019: 4) Action research emphasizes activities (actions) by testing an idea into practice or real situations on a micro scale which are expected to be able to revise, improve quality and make social improvements. It means that on this case the teacher are trying to apply a strategy or action in teaching learning process in order to solve the problem and improve learning activity. Based on the explanation above, the writer used Classroom Action Research (CAR) in conducting this research. In this study the researcher used the spiral model as suggested by Kemmis and Taggart which consist of four cycles. They are : 1. Planning, 2. Acting, 3. Observing, and 4 steps is reflecting.

RESULT

1. Result of the Data in Cycle 1

In this passage the researcher explained the data in teaching reading comprehension through the implementation of Think Pair Share (TPS) technique was solution to solve problem which exist in MTs Negeri 1 Bandar Lampung. Teaching reading through Think Pair Share (TPS) technique made students knowledge more better, because each students have to read and brainstorm their ideas and also they have to share it with their friend. The data from the cycle 1 of students learning reading outcome, can be seen in the table below:

Table 1

The Result of the Students' Score in Reading Test of Cycle 1

No	KKM	Cycle 1		Information
		The number of students	Completeness	
1	≥ 70	11	37.93%	Complete
2	≤ 70	18	62.07%	Incomplete

The Successful criteria of Classroom Action Research are as follow:

Achievement	Range of Score	Category
85-100	Very good	Successful
65-84	Good	Succesfull

55-64	Enough	Unsuccessful
0-54	Less	Unsuccessful

Adapted from Aqib, et al (2011:269)

Based on the outcome of Cycle 1 and the criteria of students' learning achievement that was 37.93%, it indicate that the complete result was on the less qualification and unsuccessful criteria. Furthermore, the researcher presented the result in form of diagram as follows:

Diagram 1.
The result of students' learning achievement in cycle I



From the figure above, it is indicate that the use of Think Pair Share (TPS) technique was unsuccessful because it was obtained 37.93% of complete criteria. While, it was obtained 62.07% students who did not pass the test and minimum mastery criteria. It can conclude that students reading ability need to be improved to obtained the complete criteria equal or more than 75%.

2. Result of data in Cycle II

The Think Pair Share (TPS) technique in Cycle II it was improve it can be seen from students score and it was on successful criteria of learning achievement. The reading test data from cycle II can be seen on the table below:

Table 2
The Result of reading Test Cycle II

NO	KKM	Cycle II		Information
		The number of students	Completeness	
1	≥	22	75.86%	Complete
2	≤	7	24.14%	Incomplete

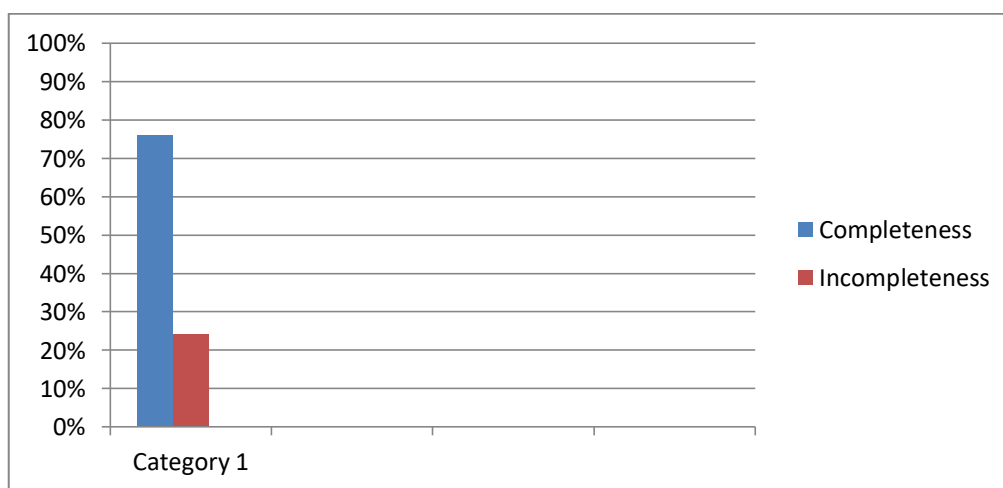
The successful criteria of Classroom Action Research are as follows:

Achievement	Range of Score	Category
85-100%	Very good	Successful
65-84%	Good	Succesfull
55-64%	Enough	Unsuccessful
0-54%	Less	Unsuccessful

Adapted from Aqib, et al (2011:269).

Based on the outcome of Cycle II and the criteria of students' learning achievement in doing reading comprehension test that was 75.86%, it indicate that the implementation of Think Pair Share (TPS) technique got improvement. The complete result was on the good qualification and successful criteria. Furthermore, the researcher presented the result in form of diagram as follow.

Diagram 2
The Result of Students' Learning Achievement in Cycle II



From the figure above, it is showed that the use of Think Pair Share (TPS) technique was successful because it was obtained 75.86% of complete criteria. While, the criteria of succesful at least 75% who should pass the Minimum Mastery Criteria. From the students' reading comprehension test the outcome indicate that the use of Think Pair Share (TPS) technique could improve students' reading comprehension. In cycle 2, it was obtained 75.86% or 22 from 29 students who passed KKM criteria.

DISCUSSION

Based on the data analysis, showed that there were improvements from the cycle 1 to cycle 2. Both of students' reading ability and students' learning activity were improved. The writer explained that in teaching and learning process in first cycle was not satisfied because only few of students' were active in learning process. The students still got

difficulties when they found a familiar word and to comprehend the text and their keep asking to the writer about the meaning of the word and most of students were shy to retell the story in front of the class.

In doing the test in the last meeting of cycle 1 the students always asked to the researcher about the meaning of the word and asked the answer to their friend. Then, from all of students in the class there were only 37.93% students who passed KKM. Whereas the students have to obtained at least 75% to achieve the successful criteria of learning. Therefore, the researcher planned the second cycle.

In second cycle, The teaching learning process was more conducive because the teacher can controlled the class better. Students score in reading test also improved. In cycle 2, it was obtained 75.86% or 22 from 29 students who passed KKM criteria. From the result above, it indicate that the writer had succeeded in doing classroom action research with implementation of Think Pair Share (TPS) technique. This technique was proved by several researcher in any kind of school levels. The result showed positive effect.

CONCLUSION

a. Conclusion

After doing the research of classroom action research in teaching reading ability by implementing Think Pair Share (TPS) technique, the researcher got the conclusion of this research as follows:

1. Think Pair Share (TPS) technique can improve students' reading ability at the eighth grade of MTs Negeri 1 Bandar Lampung.
2. Think Pair Share (TPS) technique can improve students' learning activities at the eighth grade of MTs Negeri 1 Bandar Lampung.

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