Teaching Reading Skill by Using Think Pair Share Model

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Abstract

The objective of this study is to figure out whether Think Pair Share based on cooperative learning improves the students' ability in reading comprehension skill or not. Experiment quantitative is used as the research design in this study. The population of this study is the third year students at SMA 6 Banda Aceh. The writer chose one class as the sample in this study. The data was collected by using tests and the results are analyzed by using statistical formula. The result showed that the use of Think Pair Share in the teaching reading to the third year students of SMA 6 Banda Aceh was successful. The result showed that the t-score (5.79) was higher than t-table (2.021). It indicates that the students in the experimental class who are taught by using Think Pair Share get better improvement than before they were taught by using Think Pair Share.

Key Words: TPS, Reading Skill

1. INTRODUCTION

Reading is one of the skills in English among listening, speaking and writing. It is also one of the important skills to get the information from a text. Djamal (2006, p.21), states that to understand the reading material, it must be started with reading for full understanding of sentences, paragraphs, the whole essay followed by exercises as tool to comprehend the content. Based on the statement, the goal of reading is to prepare the students in order to understand the books written in English. The students are expected to be able to read and to understand the texts.

Alyousef (2005, p.2) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read. In addition, Dechant (2001, p.88) mentions that reading is also known as a perceptual process which means reading occurs only when the reader understands what the symbol represents. It means the readers can interpret the printed symbol by bringing the meaning to it which depends on the readers’ experience, culture, emotional, and ability to reconstruct their experiences or background knowledge.
Readers can comprehend the text because of the interconnection between the readers' background knowledge and the new knowledge of the text that the readers read.

In reading skill, the students have to comprehend the meaning based on the text. There are some questions related to aspects of reading such as main idea, inferring, vocabulary and detail information. Mikulecky and Jeffries (1996, p.150) say there are some important aspects in reading to be comprehended by the reader. They are: (1) main idea, (2) inference, (3) detail, (4) vocabulary. By mastering the four aspects of reading describes that they comprehend and understand the meaning of the text well. On another side, if they cannot understand well those aspects, absolutely they can not answer the questions based on the reading.

The preliminary study conducted by the writer on March, 18, 2017 in class XII-IA 1 at SMAN 6 Banda Aceh, showed that the students' average score on reading ability is 50. The highest score (95) was only achieved by 6 students and the lowest score (40) obtained by 5 students. The test results showed that most students got difficulties in answering questions related to all aspects of reading comprehension, such as finding the main idea, identifying details information, interpreting the meanings of words and making inferences. The result of interview with the English teacher showed that the most difficult aspects mastered by the students are detail information and making inference.

Alyousef (2005) states that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is a process of understanding the meaning of a text in which the readers can get important ideas and information of what they have read. The model used by the teacher in teaching reading must involve the students to read the text and comprehend the meaning of it to get clear information. Based on the above problems, the writer proposes the model of Cooperative learning, namely Think Pair Share (TPS). The formation of heterogeneous cooperative groups is done by seeing former student learning outcome. Huda (2011, p.138) states that in a TPS the teacher can give students the chance to share ideas with each other and consider the most appropriate answer. This makes the learners more motivated when the learning process is running, they are more active in asking and answering questions”.

Additionally, this model provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share (TPS) can also be used as information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly. In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

In order to support this study, there are some previous researches were conducted in relation with the use of TPS. Melia (2012) conducted the research
about the use of TPS in improving reading comprehension. She conducted the research at the second year students at SMAN 5 Malang. The finding shows that the mean score of the post test increased compared to mean score in the pretest. In the pretest, the mean score was 50.33 and in the post test was 76.67. It can be concluded that teaching reading by using TPS can improve students’ reading comprehension.

Another research conducted by Bernadette (2010), found the use of TPS improves the students’ ability in reading to the eight grade students at SPI High School in Spain. It can be concluded that of TPS model could improve students’ reading comprehension. The use of TPS helps the students to find main idea, inferring, detail information and vocabulary. They find them when they discuss in their own group and they find other information in other group. Hence, the ultimate result of the study indicated that of TPS method was more effective for English as compared to the traditional learning method. Furthermore, TPS as a part of Cooperative Learning appeared to be more favourable for overcrowded classes.

Based on the discussions above, it can be concluded that the use of the TPS in teaching reading can improve the students’ ability in mastering reading comprehension and improve their social interaction among their friends. The results of research also proved that using of TPS in teaching reading is one of the solutions for the teachers to teach their students.

2. REVIEW OF LITERATURE

1.1 Definition of Reading

Reading is a skill which involves the understanding of ideas and information of a text. Word is the symbol of meaning. All cultural meanings are created by using symbols (Donald and Charles, 2007, p.18). Reading is to extract the ideas, information, and knowledge including understanding meaning of word, sentence, and paragraph which are contained in a written text. Therefore, comprehending reading depends on the ability to understand meaning. Evelin (2003, p.35) states that reading is not only a process of getting meaning from the printed words. The printed symbols have meaning that in some mysterious ways is carried to the mind of the reader. Rather, the symbols awaken meaning that is already in the reader's mind, meaning that has been put there in the past experience.

Meaning, learning, and pleasure feeling are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is something essential of reading (Lems, 2002, p.287). Knowing how to read words has a little value if the student is unable to construct meaning from text. Ultimately, reading as the tool of the acquisitive mind, it is like the vehicle for obtaining ideas.

Klingner, et al. (2007, p.8) state that Reading comprehension involves much more than readers’ responses to text. The students do not only read the text but they have to understand what they read. Therefore, reading comprehension is a multi component and highly complex process that involves many interactions between readers and what they bring to the text. It involves eyes and brain, the eyes to read the text and the brain to process the meaning of the text. In the understanding of the written text the reader need to comprehend by getting interact with the text depend on what kind of their reading material. It is the way how the reader receives the knowledge from which they read. To develop the ability in reading comprehension, the readers need to read as often as possible.
To develop reading comprehension for practical purposes the reader can expect the comprehension of written language to appropriate the comprehension of spoken language. The simple idea of reading comprehension is learning to understand writing text as well as one understands spoken language. According to Lems et al. (2010, p. 170), reading comprehension is the ability to construct meaning from a given written text. Reading has various purposes for the learners. They are: reading for literary experience and reading to acquire and use information. In reading for literary experience, it gives much experience for the reader. Even though, a reader never involves in one story, but she or he can feel the situation in the story and understand it well. Someone does not need to do one an action to know the effect, but by reading many books, she or he will know the result of the action. Therefore, a comprehending in reading a text is very important. Someone who is better in reading will also be better in her or his experience.

Many people read a lot for pleasure when they read novels, fictions as well as non-fiction. The main point of being able to retrieve information from reading is to use such information to pursue certain activity or interest. She further explains that “when the content of the materials chosen for the reading program somehow related to academic course materials, the student’s felt need for significant content is satisfied."

2.2 The Aspects of Reading

There are some aspects that highly related to each other. They are main idea, detail information, vocabulary and inference in reading comprehension. These aspects cannot be separated and they are asked in English’ examination.

2.2.1 Main Idea

The main idea of a passage or reading text is the central thought or message (Olson and Diller, 2012, p.88). In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. 2.2.2 Detail Information

The purpose for reading guides the reader’s selection of texts. All people read for some purpose. In order to achieve the purpose, detail is very important thing in reading.

2.2.3 Vocabulary

One of the most persistent findings in reading research is that the extent of students’ vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship is logical: to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

2.2.4 Inference

Inference is the ability to read between the lines or to get the meaning an author implies but does not state directly. Actually, all comprehension strategies involve inference in the sense that comprehension (Duffy. 2009, p. 122). It also requires readers to note text clues, to access prior knowledge associated with clues, and then, on the basis of that background knowledge, predict (infer) what the meaning is. So, in this sense, inference is something a reader does as part of all comprehension strategies.

3. RESEARCH DESIGN
The method that was used in this research is experimental quantitative research. In this research, the word experiment means a way of trying something new, especially in order to gain experience. Webb (2007, p.105), as quoted from Munadi, states, “The quantitative research is a formal, objective, systematic process in which numerical data are enjoyed to obtain information about a phenomenon.”

4. FINDINGS AND DISCUSSION
The results show that the use of Think Pair Share improved the students’ ability in reading skill that had been successfully conducted in the experimental class. It can be seen from the mean scores where the mean score of pre test was 72.5 meanwhile the score of post test was 82.83. The use of Think Pair Share guide the students to think, the students think independently about the question that has been posed, forming ideas of their own. The students were divided into some groups which consisted of 4 students. Then, the teacher gave them the chance to discuss with the pair (2 persons) about the text given. Then, after the students discussed with the pair, they discuss with all the members in a group (4 students). Learning by using this step encouraged the students to learn actively. They helped each other in finding difficult meaning while reading the text. Then, the students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others and student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

The result shows that the students’ ability in mastering the four aspects of reading get better improvement. In pre test, only 13 students answer the questions correctly, but in post test there were 25 students. The aspect of detail information answered by 11 students correctly in pre test but get improvement in pot test which answered by 24 students. For vocabulary aspects, only 12 students answer the questions correctly, but in post test there were 22 students. Then, for inference, there were 13 students answer correctly but after giving the treatment, it improved by 23 students in post test.

Some researcher believes that Think Pair Share did not only help the students to increase academic achievement but also give the positive outcomes on social relationship in the classroom when the students worked together in solving the difficulties meaning of the text. Think Pair Share is capable of producing positive outcomes on society, attitude, and academic performance dimension for the students. This interesting technique is believed to give chances for students to be involved in discussion, produce courage and critical thinking and willing to take responsibility of his/her own learning. The students were learned through the material available, for example from textbooks or students can search through the internet. Students involved from the planning, both in determining the topics and how to learn through Investigation. Moreover, the writer found that the students have positive interdependence during activities in groups. They discussed the text together and decided the conclusion or answers based on the result of discussion both in their own group. This procedure involves them to work actively while learning together in a group. Every student has responsibility to comprehend the text, and then share together with others. In this way, the teacher is not really active, she just guides the line for the students and then asking them to finish their work in comprehending the text and answer the question.
5. CONCLUSION AND SUGGESTION

The writer concluded some conclusions based on the research as follows: the use of Think Pair Share in the teaching reading to the second year students of SMA 6 Banda Aceh was successful. It can be seen from the increase of mean scores they are 72.5 (pre test score) and 82.83 (post test score). The students can master the reading skill and they can answer the questions based on the text. The result shows that the t-score (5.79) was higher than t-table (2.021). It indicates that the students in the experimental class who are taught by using Think Pair Share get better improvement than before they are taught by using it. All of the aspects of reading improve after the teacher taught by using Think Pair Share, especially main idea and detail information aspects.

Based on the conclusion above, the writer suggested for teacher to use Think Pair Share in teaching reading comprehension. It gives positive effect for the students in mastering reading comprehension and their relation among other students. The students are trained to have the responsibility in finishing their task in a group or individually. Moreover, the writer suggests that other researchers who will conduct similar study to choose higher sample such as in senior high school. It is to solve the problem that might be faced by other students concerned to reading aspects.

6. REFERENCES