DEVELOPING STUDENTS' READING ACHIEVEMENT
BY USING THINK-PAIR-SHARE (TPS)

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Abstract: Indonesia has low interest in reading. It indicated that students' reading achievement were low. As teachers of English, they should work hard to make students love reading and improve their reading achievement. One of the way to improve students' reading achievement was using Think Pair Share (TPS). The objective of this study was to find out whether or not there was a significant difference between the students who were taught by using TPS and that of those who were not. Quasi-experimental method was used. The samples were two classes of the eleventh-grade students of SMA Negeri 2 Tanjung Raja. The written test of reading was used in order to collect the data. The test was tested to non samples so as to find the reliability of the test. In terms of validity, content validity was used. Based on the comparison between the experimental and control groups which was analyzed using independent sample t-test, it was found that t-obtained (2.054) was higher than t-table (2.021) and p-value (0.046) was less than ɑ-value (0.05). It indicated that Think Pair Share (TPS) could improve the students' reading comprehension achievement, especially in answering question easier. Besides, Think Pair Share (TPS) could enhance students' reading comprehension achievement if the students exposed to do it. In other words, there was a significant difference between the students who were taught by using TPS and that of those who were not.

Keywords: reading, reading achievement, think pair share

INTRODUCTION

Language is one of the most important things in communication and used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by a human being. It is an international language because it has a significant role in the various fields or activities and has wide influences in the world. In addition, English has been adopted as a compulsory subject in Indonesia. The ministry of national education has decided English as a first foreign language which has to be taught in Indonesia.

Reading is one of the skills that should be mastered by the students. Students like to read something because it can increase their knowledge. However, many students do not know the benefits of the reading book and do not understand the contents of the book because they cannot comprehend what they read. According to Richards, et. al. (1992), reading is perceiving a written text in order to understand its contents. It can be done silently (silent reading) and orally (oral reading; saying a written text aloud) and with or without an understanding of the contents.

Furthermore, people need to know much information about what information in the world by reading so that they will not be left behind. Alyousef (2005, p.144) says that reading can be seen as an "interactive" process between a reader and a text which leads automaticity or (reading fluency). It is one of the skills in English that must be learned by the students. Thus, it is a necessity to get information and knowledge by reading the books.

Laksono, a Coordinating Minister for People's Welfare of Indonesia (2012) states in Tempo newspaper that Indonesian has low interest in reading. The percentage of Indonesian in reading is only 0.01 percent, it means that in 10.000 people only one person has interest in reading. The chair of Center for Social Marketing (CSM), Sugarda (2012) in Republika newspaper states that the comparison of total books read by SMA students of Indonesia is very miserable. Furthermore, the Executive Director of Kompas Gramedia, Subrata (2012) justifies that the production of books in Indonesia is still limited compared to Malaysia and Vietnam. In addition, the production of Indonesian's books is about 20,000 titled in 2011. In other words, Indonesian students have

the lowest interest in reading because they were lazy to read which influenced the production of the books. In addition, the teachers of English should force the students to love reading so that their interest in reading would be developed.

Moreover, Sulistyo (2010) generally states that teaching reading as a foreign language (EFL reading) in Indonesia aims at enabling students to read and comprehend texts and other materials written in English. More specifically, students are expected to master skills in the levels of literal, inferential, and evaluation comprehension.

Nevertheless, Indonesian students are still lack skills in reading comprehension. It can be seen when students get difficulties in answering a question related to English texts given to them and students have low interest in reading. In addition, reading without comprehension or understanding is not

reading. Many students can pronounce words fluently but when they are asked what they have just read, they can not respond it. Although they have a high score in terms of reading rate or fluency, they are not really good readers. Someone is called a good reader if or she has an aim to find out the specific information or reading for pleasure. In the reading activity, students not only have to read the written text but also have to comprehend what the text means. Reading is the most dominant skill in learning because the ability to read is not only a performance to pronounce the passage but also an understanding of the message from a passage or text.

Paul (2003, p. 85) describes that learning to read can be a wonderful adventure for the children if only we use appropriate strategies. Consequently, one of the strategies that can be used in teaching reading in order

to improve students' reading comprehension achievement is by using Think Pair Share (TPS). Think Pair Share (TPS) is gotten its name from the three stages of students action emphasized on what students are going to be doing at each of those stages. This strategy can be very effective during teacher presentations for creating "breaks" that push students to organize thoughts well enough to communicate them. It also allows students to hear how another person is processing learning which further builds communication skills. In addition, McTighe and Lyman (1998) cited in Irvin (2007) describe that Think Pair Share (TPS) is the strategy that encourages full participation from all students without putting any individual on the spot. Through this strategy, the students will be active in the learning process of English skills. It is hoped that strategy is able to improve students'

English skills, specifically for reading skill.

Based on the minimum standard criteria (KKM) of SMA Negeri 2 Tanjung Raja, the total number of all the skill such as listening, reading, speaking, and writing are seventy (70). For all of the skills, the students should complete. However, in reading the students only could get 70 points not more. It meant that in reading skill, the point that students could get was lower than the others. Therefore, the eleventh-grade students at SMA Negeri 2 Tanjung Raja was taken as the sample. Hopefully, it could increase students' reading comprehension achievement and as the variety of the teachers' strategies in teaching reading comprehension.

Based on the previous description, it could be assumed that Think Pair Share can improve students' reading comprehension achievement. Therefore,

The aim of this study was to find out whether or not there was a significant difference in students' reading comprehension achievement between the students who were taught through Think Pair Share (TPS) and that of those who were not.

METHODOLOGY

This study applied an experimental method, that was a quasi-experimental method. The design involved an experimental and control group both given a pretest and posttest. The pretest was given before the treatment and posttest were given after the treatment. The nonequivalent control group design of this study was used (Best & Khan, 1995, p. 151).

In doing the experiment, Think Pair Share (TPS) was used in improving students' reading comprehension achievement. In the teaching and learning process, the students in the experimental group were taught by using Think PairShare (TPS). While the students in the control group were not taught by using Think Pair Share (TPS). In other words, there was no treatment for the control group. Moreover, pretest and posttest were given to the experimental and control groups.

In the experimental group, the procedures were explained below.

a) Giving students the text

b) Giving the questions or discussion topic based on the text to the students.

c) Giving students at least 10 seconds (depend on the amount of the reading text and the question) to think what the answer to the questions individually. In this stage, the students are given the chances to write the answer on a piece of paper or the sheet of paper of TPS.

d) Working pair up the students into small groups. The teacher may

choose the partners of the students or the students choose it by themselves, it can be from designating partners, nearby neighbors, or a desk mate. For pair activity, the students discuss the answer based on the text given to their partners.

e) Calling one people as a representative from each group to share his/her answers to the other groups.

The population of this study was all the eleventh-grade students of SMA Negeri 2 Tanjung Raja. The total number of students was 139. The samples taken were two classes which had the same total number in terms of gender (22 students; 8 males, 14 females).

The pretest and posttest were given in the form of reading comprehension test. In this reading test, there were some reading texts consisting of 50 multiple choice questions. Before giving the test to the experimental and control groups, the test was tried out to the nonsample, that was XI IA 3. Based on the result of try out, there were 26 questions which were desirable.

To check the readability of the texts, Flesh-Kinchaid was used. To check the content validity, the table of the specification was also used and to measure the level of the questions of the text, index of difficulty (IDIF) was used.

The reliability coefficient of the test was (0.96). Since the reliability of the test (0.96) was higher than 0.70, it meant that the test was reliable.

In analyzing the test, the mean of the scores and standard deviation were analyzed by using t-test.

RESULTS AND DISCUSSION

Students' mean score of pretest in the experimental group was 63.23 and after the treatment, the students' mean score of posttest was 73.64. The output showed that the mean difference between pretest and posttest in the experimental group was 10.40 with the standard deviation was 14.29, t-obtained (3.41) was higher than t-table (2.08) at the significant level of $p<0.005$. It inferred that there was a significant difference in students' reading comprehension achievement after the treatment using Think Pair Share (TPS) in the experimental group.

Meanwhile, the students' mean score of pretest in the control group was 58.23 and in the posttest was 65.77. The output showed that the mean difference between pretest and posttest was 7.54 with the standard deviation was 12.99, t-obtained (2.72) was higher than t-table (2.08) at the significance level of

$p<0.05$. It showed that there was a significant difference in students' reading comprehension achievement.

To find out whether or not there was a significant difference in students' reading comprehension achievement between the experimental and control groups, independent t-test was used. Based on the calculation using the independent sample t-test, it was found that the mean difference of the posttest between experimental and control groups was 7.86 at the significance level of 0.046 and t-obtained was 2.054. Since t-obtained (2.054) was higher than t-table (2.021) at the significant level of $p<0.05$, it showed that there was a significant difference in students' reading comprehension achievement between the students who were taught by using Think Pair Share (TPS) and that of those who were not.

The students who were taught by using Think Pair Share (TPS) had an

improvement because the students comprehended the reading texts and could answer the questions easily, had a chance to increase their ideas of thinking to answer the question, and were confident about their answers. Since the students had tried their thinking to be more active than before. Think Pair Share (TPS) encouraged them to be active readers of the texts, therefore, they could comprehend the content of the text and answer the questions.

Meanwhile, the students who were taught by using explanation had a little improvement because the teacher taught them by using explanation without giving them the chance to discuss the text with their classmates. As a result, the students just got the explanations only from the teacher and did not think about what they learned by themselves. Besides, the students were passive in doing the reading text

because they waited for their teacher's explanation and did not have the desire to read the text by themselves.

The comparison of the result of posttest in experimental and control group showed that t-obtained (2.054) was higher than t-table (2.021) at the significant level of $p<0.05$. It showed that there was a significant difference in students' reading comprehension achievement between the students who were taught by using Think Pair Share (TPS) and that of those who were not. In other words, null hypothesis was rejected and alternative hypothesis was accepted. The students who were taught by using Think-Pair-Share were more interested in learning, consequently, they could improve their reading achievement. The students in the experimental group also gave a good response, could mix them up in the learning process, and worked together with their classmates. By using Think

Pair Share (TPS), students had to communicate freely and could cooperate effectively with each member of the group. Thus, they could achieve more than they would as individuals and willing to cooperate with each other better than in a silent way. In the paired activity, the students were demanded to discuss with their classmates. In short time, the students who were usually active in learning process could study together, but the students who were usually passive could not do it. In the shared activity, the students were asked to share their result of discussions. In doing this, the students who were active and passive could share what they thought because they got the turn for each other. In doing Think Pair Share (TPS), the students who were in the experimental group more active in the learning process. It was caused by the procedures of reading by using Think Pair Share (TPS). They followed every

step in the learning process in every meeting. It made them be discipline in answering the question. Certainly, it made them trained in doing the task. However, students who were in control group that used explanation method could not be active in the learning process because there were no the settled steps to follow. They did not have the procedures to be guided.

CONCLUSION

Think Pair Share (TPS) applied at eleventh-grade students of SMA Negeri 2 Tanjung Raja was successful to improve the students' reading comprehension group. In other words, there was a significant difference between the students who were taught by using TPS and that of those who were not. It could be seen from the result of independent sample t-test, it showed that t-obtained (2.054) was

higher th   t-table (2.021) at the significant level of p<0.05.

Think Pair Share (TPS) helped the students of the experimental group to comprehend the reading texts and answer the questions easier and more effective. They had known where the sources of the answers they had to find. In addition, they were given the chance to think the answer by themselves. It caused because they had the confidence to answer the question. However, the students of the control group did not get the treatment, they just comprehended the reading texts and answered the questions in their own way. They spent their time to find the answers in the texts, they did not relate the answers to their prior knowledge.

By using Think Pair Share (TPS) could improve the students' reading comprehension achievement, especially in answering question easier. Besides, Think Pair Share (TPS) could enhance

students' reading comprehension achievement if the students exposed to do it.

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