

**THE IMPLEMENTING OF THINK PAIR SHARE STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT FOURTH SEMESTER OF ENGLISH STUDY PROGRAM OF PROF. DR. HAZAIRIN, SH UNIVERSITY**

**Elva Utami, M. Pd.**

*elvautami80@gmail.com*

Received on October, 5th, Revised on November, 20th, Published on December, 15th 2017

**ABSTRACT**

The research was a classroom action research. It aimed to find out whether the implementation of Think Pair Share strategy to improve students' reading comprehension. The subjects of this research were Semester 4 students of English Study Program of Universitas Prof. Dr. Hazairin, S.H Bengkulu which consisted of five females and three males. The instruments of the research were reading comprehension test, observation checklists and questionnaire. This research focused on reading comprehension. The research was conducted in two cycles that consisted of four steps in each cycle namely plan, action, observation, and reflection. The result of reading comprehension test showed that Think-Pair-Share strategy improved students' reading comprehension. Mean score in cycle 1 is 62,9 increased to 79,2 in cycle 2.

**Keywords** : Think Pair Share Strategy, Students' Reading Comprehension

**ABSTRAK**

*Penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk mengetahui penerapan dari strategi berfikir (Think), berpasangan(Pair), berbagi(Share) apakah dapat meningkatkan kemampuan membaca pemahaman siswa. Subjek penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris Semester 4 Universitas Prof.Dr. Hazairin, SH Kota Bengkulu yang terdiri atas 5 perempuan dan 3 laki - laki. Instrumen penelitian tindakan ini menggunakan tes, dan angket. Penelitian ini di fokuskan pada kemampuan membaca siswa. Penelitian dilakukan dalam dua siklus yang terdiri atas perencanaan, tindakan, observasi, dan refleksi. Hasil dari tes membaca pemahaman menunjukkan bahwa penerapan strategi TPS dalam mata kuliah Reading IV mengalami peningkatan. Nilai rata-rata mahasiswa yang pada siklus 1 adalah 62,9 meningkat menjadi 79,2 pada siklus 2.*

*Kata Kunci : Pemahaman Bacaan Mahasiswa, Think Pair Share Strategy.*

## INTRODUCTION

Reading is one of the skills that should be mastered by English students. By reading, the students can get much information to enlarge their knowledge. When students read many texts and comprehend them well, they would get some benefits of reading. Besides that, they can also get enjoyment by reading. Debat (2006:25) says that “reading is a crucial skill for students of English whether it is as a second language or a foreign language”. Thus, by having the ability to read, they will be able to improve their knowledge and give a great deal of advantages in their daily life. To be successful readers, the students should comprehend the text they read very well. So, when they have a good competence in reading English, it will help them to obtain and enrich their knowledge. Therefore, reading comprehension is important for the students.

In reading, the students should comprehend some aspects, such as main idea and details, word meaning and information. By comprehending them, the students will understand the content of the text easily.

However, comprehending a text in reading is often difficult for some students. This also happens to semester 4 students at English Study Program of University of Prof. Dr. Hazairin, SH Kota Bengkulu. The

students face difficulties in comprehending texts because they had low interest toward reading activity would consider reading activities as a burden or compulsion from the teacher, they would not get the advantage of reading for themselves. They read without any planning and try to catch the idea conveyed. In addition, they also got difficulties in understanding the message in each paragraph or the whole text because they had lack of vocabulary. They just read the text without knowing the meaning of the word. Based on learning outcomes of the students during onesemester in this year could be seen that the students still in low level ability in reading. It is proved that students still have difficulty in understanding the words of a text or answer questions based on a text.

To solve that problem, the lecturer used the suitable strategy namely “Think-Pair-Share” strategy in teaching reading. Long and Richard (1987:73) state that “strategy is an important component in education and instruction process”. Westwood (2008:4) believes “strategy as a most powerful way to solve students’ difficulties to read, write, and spell”. It means that a good strategy can increase the students’ achievement in reading, writing, and speaking. In addition, a good teaching strategy can motivate students to learn and

make them focus in the process of learning (Wang, 2007:2).

Think-Pair-Share Strategy the type of learning cooperative designed to influence the interaction between students and formulated individual ide and share them to other student. It was developed by Frank Lyman his colleagues at University of Marryland. Think-Pair-Share Strategy can be defined as “a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group”, Brown (2001). The strategy incorporates wait-time, verbal rehearsal, discussion, and cooperative learning. Its original form Lyman defined two waiting periods; the initial time after the question was asked (Wait-time I) of three to five seconds and then another waiting period (Wait-time II) of at least three seconds after each pair shared back to the group. It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. Its is a very versatile strategy which has been adapted and used, in an edless number of ways. According to Robertson (2006:1) this strategy is a strategy who make students got interact with the material and their friends.

From the explanation above, it is assumed that Think-Pair-Share Strategy is an

effective way to be applied in teaching reading comprehension. Thus, the researcher did research about The Implementing of Think-Pair-Share Strategy (TPS) to Improve Students' Reading Comprehsin at semester 4 students of English Study Program of Universitas Prof. Dr. Hazairin Kota Bengkulu.

Based on those explanations, the purposes of the research is:

to find out the extend of think-pair-share strategy can improve students' reading comprehension

## **METHOD OF THE RESEARCH**

This study was a classroom action research (CAR) as the research design. In this classroom action study, the teaching and learning processes will be divided into at least two cycles where each cycle consist of two sessions. Every cycle will be divided into two sessions in which consist of four interconnected activities, namely: planning (P), action (A), observation (O), reflection (R), and Revise Planning (RP).

The population of this research was semester 4 students of English study Program of Universitas Of Hazairin, SH Kota Bengkulu. It had 8 students which consisted of 3 males and 5 females.

Furthermore There were three instruments that the researcher used in

conducting a research, they were reading comprehension test, observation checklist and questionnaire. Students' reading test was used to measure the students' ability in reading skill. It was supported Think Pair Share activity and done in two cycles, it was given at the end of the cycles. Observation Checklist was filled by the collaborator and researcher partner while the teaching and learning was in progress. The observation was used to collect the data about the steps that improved the students' reading comprehension, it was to know the dominant step, and it was used to design the planning to solve the problems and do action. After that the data was used to revise the planning for the next cycle. For the third instrument, questionnaire, to learn how well Think Pair Share was accepted by the students, a questionnaire containing 20 items with a choice of four rating scale responses (1= strongly disagree, 2= disagree, 3 = agree, and 4 = strongly agree) was created.

## FINDING AND DISCUSSION

The data for this research was gotten from reading comprehension test, observation checklists, field notes and questionnaire that were taken since the researcher conducting the research. The researcher was also helped by the collaborator for observing the students' and

teacher's attitudes in the process of teaching and learning.

Before conducting the research, the researcher gave pre-test to gain the baseline data. The pre-test was used to support the empirical data and to get basic score of students' reading comprehension before applying the TPS strategy. The result showed that students' reading comprehension was still low. It can be seen in the following table.

**Tabel 1. The Result of Students' Pre-Test**

Subject	Score
1	57
2	52
3	50
4	73
5	56
6	59
7	61
8	60
<b>Total Score</b>	<b>468</b>
<b>mean</b>	<b>58,5</b>

Based on table above, it can be seen that students' reading comprehension still in low level. It can be seen from the score that students got. The score is far to reach indicators successful. From 8 students who follow the reading subject, only one who got scores 73 (B), five students got C+, and two students got C. It can be concluded that students' reading comprehension of semester 4 English Study Program of Unihaz before

the implementation of the strategy think-pair-share is still low, because only one student reached indicators successful.

Moreover, reading comprehension test was held at the end of cycle 1. The result of students' reading comprehension test cycle 1 can be seen in the following table.

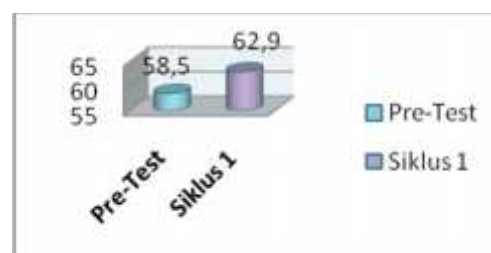
**Table 2.**  
**Students' Reading Score at Cycle 1**

No	Name	Score	
		Meeting 1	Meeting 2
1	Zaliqal sandro	59	61
2	Ester Meiana Sitanggang	60	62
3	Misna	62	64
4	Deka	60	64
5	Reka Gustianty	63	65
6	Windi Frilia Norman	61	63
7	Adi Candra	64	66
8	Richa Febry Hasana	65	68
<b>Total</b>		494	513
<b>Mean</b>		61,7	64,1

Based on tests conducted by researchers after cycle 1, there were increased mean score compared with pre-test before it was given treatment. Mean score obtained before given the treatment is 58,5. After conducted cycle 1 at meeting 1 the mean score increased to 61,7 while at a meeting 2 become 64, 1.

Furthermore, after analyzing the students' reading comprehension test in cycle 1, the researcher found that there was a better improvement compared to the pre-test data. It can be seen in the following diagram.

**Diagram 1**  
**(Pre-Test and the Result of Cycle 1)**



Based on the diagram above, it can be seen that the mean score of pre-test was 58,5 and 62,9 for cycle 1. From the result, there was a better improvement that was 4,4 points. But, this improvement was still unsatisfying. It was because there were only few of students reached good category or got score 70. It was concluded that the research indicator of success was not achieved. On the other hand, the result observation checklists and field notes showed that the students' and teacher's activities and attitudes in learning process were needed to be improved for the next cycle.

Cycle 2 was done based on the result of reflection in cycle 1. This cycle was also consisted of four steps; they were revised plan, action, observe and reflect. The result of students' reading comprehension test cycle 2 can be seen in the following table.

**Table 3**  
**Students' Reading Score at Cycle 2**

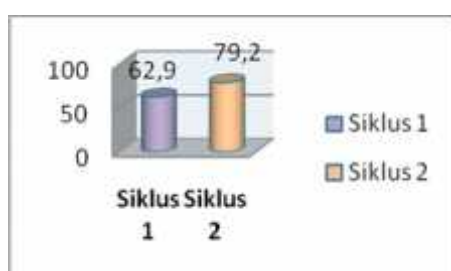
No	Name	Score	
		Meeting 1	Meeting 2
1	Zaliqal sandro	68	70

2	Ester Meiana Sitanggang	74	80
3	Misna	80	86
4	Deka	74	79
5	Reka Gustianty	79	85
6	Windi Frilia Norman	77	80
7	Adi Candra	80	86
8	Richa Febry Hasana	82	88
<b>Total</b>		614	654
<b>Mean</b>		76,7	81,7

From the table above, it can be concluded that there was a significant increase on students' mean score in meeting 1 and meeting 2. Mean score at meeting 1 is 76,7 and increased at meeting 2 become 81,7. Thus, there was 5 points increased.

Therefore, the researcher concluded that the indicator of success was achieved. Furthermore, after analyzing the students' reading comprehension test in cycle 2, the researcher found that there was a better improvement compared to the previous cycle. It can be seen in the following diagram.

**Diagram 2**  
The Result of Cycle 1 and Cycle 2



Based on the diagram above, it can be seen that the mean score of cycle 1 test was 62,9 and 79,2 for cycle 2. From the result, there was a better improvement that was 16,3 points. This improvement was satisfying. It was because there were 7 of students reached good category or got score 70. It was concluded that the research indicator of success was achieved. On the other hand, the result observation checklists and field notes showed that the students' and teacher's activities and attitudes in learning process were needed to be improved for the next cycle.

Based on the reading comprehension test, it was shown that Think-Pair-Share strategy improved students' reading comprehension. The improvement of students' score in pre-test, cycle 1 and cycle 2 can be seen by the diagram as follows:

**Diagram 3**  
The Result of Pre-Test, Cycle 1 and Cycle 2

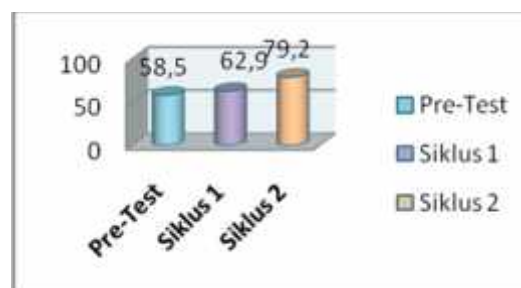


Diagram 3 revealed that there was a better improvement of students' mean score in reading class by using Think-Pair-Share strategy. It was about 58,5 in pre-test

increased becomes 62,9 in cycle 1 and 79,2 in cycle 2. To conclude, the implementation of TPS(Think-Pair-Share) strategy gave a better improvement toward the students' reading comprehension.

Based the result of reading comprehension test, observation checklist, and questionnaire, it can be concluded that the implementation of Think-Pair-Share (TPS) strategy in teaching reading at semester 4 students of English Study Program of Universitas Prof.Dr. Hazairin, SH Bengkulu revealed a better improvement.

## CONCLUSION

Based on the result of the research, there were two conclusions that can be concluded as follows:

1. The implementation of Think-Pair-Share (TPS) strategy in teaching reading at semester 4 students of English Study Program of Universitas Prof.Dr. Hazairin, SH Bengkulu revealed a better improvement in reading comprehension. It shown from the increasing mean scores of the subject. The average score of pre-test was 58,5 and then the grand mean figure in post-test of cycle I improved to be 62,9. After following the cycle II, the grand mean figure of the students was increased to be 79,2

In addition, the subjects of the study also responded positively toward the implementation of Think Pair share strategy in teaching reading skill. It shown that students excited when teacher gave them a text or material They were thinking seriously about that material individually, then they explained or share with their partner, after that they were working together with their partner and discussed about the material, finally they were presenting that material in front of the class or in front of the larger group.

Based on that, researcher concluded this Think-Pair-Share strategy could make students have better improvement in students' reading comprehension.

2. The present study which was used classroom action research obviously showed that problems on reading comprehension faced by semester 4 students of English Study Program of Universitas Of Hazairin, SH Bengkulu can be significantly improved through Think Pair Share. It could be seen from the increasing mean score of the subjects. The average score of pre-test was 58,5 and then the grand mean figure in post-test of cycle 1 improved 62,9. After following the cycle 2, the grand mean figure of the students was increased 79.2.

## SUGGESTIONS

Based on the conclusion, the researcher suggested some suggestions as follows:

1. The TPS strategy can be used by English teacher as a reading strategy to improve students' reading comprehension. This strategy can help the teacher to teach reading by a different strategy.
2. The TPS strategy was recommended for the students in order to help the students in reading class.
3. The result of this research also enriched the theory of teaching reading through the TPS strategy.

Wang, X. 2007. *Three ways to motivate Chinese students in EFL listening style*. Asian EFL Journal, 17(2), 1-16. Retrieved on February 11, 2013 from [http://www.asian-efl-journal.com/pta\\_Jan\\_07\\_xw.pdf](http://www.asian-efl-journal.com/pta_Jan_07_xw.pdf).

Wade, Suzanne. 1999. *Using Think-Aloud to Examine Reader-Text Interest*. Reading Research Quarterly 34:194-216.

Westwood, P. 2008. *What teachers need to know about reading and writing difficulties*. Victoria, AU: ACER Press. Retrieved from [https://shop.acer.edu.au/acer-shop/shop\\_images/products/reading\\_writing\\_diff\\_sample.pdf](https://shop.acer.edu.au/acer-shop/shop_images/products/reading_writing_diff_sample.pdf).

## REFERENCES

Debat, Elba. 2006. *Applying Current Approaches to the Teaching of Reading*. English Teaching Forum, Vol. 44, no I, 2006.

Long, M. H., & Richard, J. 1987. *Methodology in TESOL: A book of reading*. Rowley, MA: Heinle&Heinle Publisher.

Robertson, K. (2006). *Increase student interaction with "Think-Pair-Shares" and "Circle Chats"*. American Foundation of teacher, U.S. Department of Education. Retrieved from <http://www.colorincolorado.org/article/13346/>

Rosenblatt, Louise M. 1987. *The Reader, the text, the poem: The Transactional Theory of the Literary Works*. Illinois: Southern Illinois University Press.