

Improving Student's Reading Comprehension Through Think-Pair-Share At The Second Language Class Of MAN II Batu Malang

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Abstract

Little attention has been paid to the problems about understanding an English text keeping in reading comprehension. This study aims at investigating the problems occurred to the second language class of MAN II Batu.

Reading is one of the most important aspect to show the understanding of a text and the meaning of the word, sentence and paragraph. Reading comprehension is an activity which can improve critical thinking. Because, reading a text need to think critically to get the idea of a text. So the researcher choose Think-Pair-Share (TPS) as the technique. She believe that TPS technique could improve students' mastery in reading comprehension at the second language class. Then the researcher tried to give students a new thing to make them comprehend and get the idea of a text as well as possible. The class consist for about 26 students. This study uses collaborative action research design which consists of four main steps: planning, implementing, observing, and reflecting. The data is taken from quiz, observation checklist and reading comprehension test. The findings indicate that using TPS method can improve the students' reading comprehension. The students' average score improve from 66, become 82. The data are obtained from the implementation of TPS method in improving students' reading comprehension of a text.

Key words: Reading Comprehension, Think-Pair-Share (TPS) technique.

INTRODUCTION

In the practice of teaching and learning English, however, the ability to comprehend English texts seems to be a hard or difficult work for students. And it's fact that teaching reading sometimes not easy especially in EFL/ESL context. According to Harmer (2007: 57) many students seem to learn better if they are asked to think about the language they are coming into contact with. However, the reading comprehension problem especially for teaching EFL/ESL students is a serious problem that cannot be ignored.

Reading becomes the essences learning language, because it is an activity which need to think critically, and it is one of the most important aspects to show the understanding and the meaning of the words or sentence. How can understand a text, find the idea and share to other people. Based on those statements above, the researcher wants to know deeply about students' motivation in learning English. The second language class had less motivation in learning English, especially in reading. It might be seen in students' interaction while they are responding the teacher's explanation and follow the instruction that given by the teacher. It can be known that students were not interesting in teacher's method. So they would feel bored and not enjoy in learning Reading. However, the problem that researcher found was students had low motivation to understand the reading text, it made the quality of students' reading English performance was not satisfactory.

In this study, the researcher interested in using Think-Pair-Share (TPS) as a technique. This technique introduced by Frank Lyman and Spencer Kagan in 1985, which invites students how to think, how they share, how they deliver their opinion and how they appreciate to others' opinion. This method has good superiority, it is a simple way but it has much more meaningful to be used. Because by using this technique, the learners will be able to think critically, doing in a pair and team then share to other friends.

I. READING COMPREHENSION

A. Definition of Reading

Reading is a process where someone looks and understands what has been written in order to get the ideas from the text. The key word here is "understand", so reading in any longer time without understand it does not count as reading. Williams (1990:3) in Sutitis (2010) the reader is however no simply a passive object fed with letters, words and sentences, but it is actively working on the text, and it is also understand without looking at every letter and word.

According to Burns, et al (1984:95 in Naqiyah: 2010) view reading as a complex act which is composed of two parts: reading process and reading product. Reading process is a process in which a reader tries to comprehend a text he reads. Reading product is a communication of thought and emotion by the writer to the reader. However it can be said that a reader performs the reading process to produce the reading product. So, reading takes place in comprehending (the product) because reading is defined as understanding the author's message (both during the process and the product). According to Djiwandono (1996: 62) reading is an important activity and becomes more important in this modern world, where the development in every life aspect occurs very quickly.

Reading comprehension is the result of the interaction between the perception in language, reader's language skills and knowledge of the world. In this study the readers try to create meaning. This involves all types of thinking, evaluating, judging, imaging and problem solving.

However, from those discussion can be concluded that Reading comprehension is a process to gain information and meaning from the written text including words, sentences, main idea and supporting idea of the paragraph.

It is the fact that there are many definitions about reading. According to oxford dictionary, to read is to look at and understands the meaning of written words or printed

words or symbols. And comprehend is to understand something fully. According to Copper (1986:11) comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension a reader should have knowledge about understanding the reading passage. Then, reading comprehension is an activity of looking at and understanding the meaning of written words or printed words or symbols fully.

B. Reading Comprehension

Reading comprehension is one of the basic skills to be acquired during the language course. In comprehending the written passage first, the reader sense the overall meaning, then group into the smaller units of specific information, finally get the knowledge of the passage. There is a good evidence indicating that reading comprehension is a challenging concept for most students, it plays a more important role as a primary source of knowledge (Karbala and Amoli 1974:230).

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. It's a best viewed as a multifaceted process effected by several thinking and language ability.

C. Think, Pair, Share (TPS)

The think-pair-share technique was cooperative learning, developed by Lyman and associated to encourage students' classroom participation. The good things of the think-pair-share technique are that is a quick activities, does not take a long time, motivate students, can be adapted to all levels, engages the whole or parts of class, and allows teachers to circulate among the students to advice, correct, and evaluate them. It's also can make students sure that study English is easy by using TPS method. It's a teaching method introduced into the peer interaction of cooperative learning which has been demonstrated to be a powerful factor in improving students' response to the questions stated by McTighe & Lyman (988:243).

Based on constructivism theory, students are as the actors while the teacher as the facilitator. The teacher motivates students' potential as well. In this theory the students must be active to improve their ability, not teacher. Students have to responsibility of their study.

II. RESEARCH METHODOLOGY

A. Research Design

The design of this research is Classroom Action Research (CAR) since this research was focused on the teaching and learning activities in the classroom. This action is designed to improve the students' reading comprehension through TPS technique. Before carrying out some steps in finding the solution, the researcher then determine the steps in solving the problems.

This classroom action research started from describing the planning strategy followed by implementing the strategy or technique planned. After implementing the planning strategy, the researcher continued to the observing action, then doing reflection. This study focused on the development of teaching and learning by implementing TPS technique and to identify how this technique facilitate the students to read and comprehend the text in order to make them improve in learning Reading on English Subject.

This study use Think-Pair-Share teaching as the technique. Firstly the researcher gave some kinds of text which are prepared by the researcher. Then the students were asked to comprehend the text individually. Then, some of them had to present about the text given. After presenting, the researcher asked some questions related to the text given. The purpose of this activity was to measure students' mastery in reading comprehension before the treatment given, a text was given to the individual student at the beginning of this study, then continued to the discussion of the text given, while using Thing-Pair-Share (TPS) technique.

There are many things available to the researcher interested in think-pair-share (TPS). Individual thinking could provide a detailed analysis of a single person or event, while pair or group discussion can aggregate students' motivation in learning English.

B. Subject and Setting

This research was conducted at the eleventh of MAN II Batu, which is located on Jl. Pattimura No.25 Temas-Batu. The researcher chose the second class which consisted for about 26 students.

Considering the students' problem, the subjects of this research was done in the second semester of 2014. The researcher involved guided questioning technique in teaching Reading. A narrative text was the material of learning. The researcher conducted this research to solve the problem.

This classroom action research is focused on the second Language students of MAN II Batu. The researcher thinks that the action of using Think, Pair, Share (TPS) technique in teaching and learning can answer and solve the students' problem and difficulties. The researcher chose this subject because that class has some problems in reading comprehension. They got difficulties when asked to find the idea or the main of a text.

C. Research Procedure

The research instrument developed in this study is reading comprehension, how the students understand the text, how they identified, and how they answer the questions given. In the last meeting, the researcher constructed the test in the form of multiple choices with five options. This type was chosen because its form is quite simple and words used are not so complicated, the students will not be confused in answering the questions given. This type is also the most common type of the test that always given to the students in any level.

The indicator of success here was a sign to determine that the use of TPS technique can solve students' problem in learning reading comprehension at second Language Class of MAN II Batu. The criteria of success is, when the average scores of reading test are increase from 66 to be more than 78 of standard minimum, and more than 80% of the students get that score.

The next step in conducting Classroom Action Research (CAR) is implementation. It is an application or action of the planning of the researcher planned. In this implementation, the researcher conducted the study on three meetings for about two weeks. In the first meeting the researcher did not come to the class alone, but with the collaborator who is the main teacher of English in that class. But in doing it, the main teacher only as the observer of the researcher and filling the field note which had been prepared by the researcher.

In this cycle, the researcher prepares for four meetings. three meetings were used for the treatment/ research implementation in teaching and learning process using Think-Pair-Share (TPS), and the last meeting is used to conduct the evaluation and test in order to know the successful of the treatment given. If the first cycle success and get satisfactory result, the researcher stops the action and make a report, but if not, the second cycle will be conducted, and of course will use the new planning and strategy to have better result.

Observing is the activity of collecting the data to supervise of what extent that the result of "acting" reach the objective. The data was taken from the students' scores during teaching and learning classroom and in the end of the meeting (fourth meeting). The researcher usually asked students about the idea of a text, the actors, and the three parts of a narrative text (orientation, complication, and resolution). While, for the last meeting the researcher gave a test after doing evaluation. It's used to measure, how far the students got the Reading understanding of Narrative Text using Think, Pair, Share method.

The data/ information were collected from students' scores which were from the main teacher and the score in every meeting during teaching and learning process.

The reflecting of the classroom action research involved the data collection, evaluation. Data collecting technique involved the primary data that will be collected through giving test to the students to measure students understanding of narrative text dealing with the *orientation, complication, and resolution*. Besides, the secondary data was gained from the main teacher as the researcher, because the teacher as the collaborator and the students as the subject of the researcher. The researcher used the observation sheet to help her observing in students' activity.

The last step in conducting the Classroom Action Research (CAR) is reflecting. It is tended to evaluate. This activity is to evaluate and consider the planning whether the researcher success or not. It is considered with the technique or method in teaching and learning by considering the criteria of success. The researcher will be successful if the average score of reading test are increase from 66 (given by the teacher) and more than 80% students get score above the standard minimum scores (78).

So, the researcher will stopped. And if it is not successful or could not reach the criteria of success, so it must be continued to the next with same as previous order, but has to plan a new strategy which of course with better strategy in order to improve the weaknesses. And the result was known by considering with the criteria of success.

III. CONCLUSION

Based on research findings, this research has successful target on improving students' reading comprehension through Think-Pair-Share technique. The students' mean score of second language class in learning reading comprehension improved from 66 to be more than 80 of standard minimum. It was done with a good result. It stated from the result of the test that the average score was 82. So, 88% of the students passed the minimum score which was 78. Started from the first meeting up to the last (test). It was showed that the students were active, enjoy, and enthusiastic in the process of learning English, Reading. They shared their idea in pair, continued to the group discussion, then present to the whole class.

Furthermore, in the process of teaching and learning of English in those activities, the students of second language class felt interested and enthusiastic when learning English, Reading while using Think-Pair-Share technique. They were not afraid to share to their partner, group and to the whole class. Because they had discussed with their partner and group. TPS technique was interesting and matched with the material that they had to learn at that time. All in all the activities could raise the students' enthusiasm in learning English, reading.

Suggestion

The researcher provides suggestions to the teacher and for the next researcher. For the teacher, he/she should think about using TPS method. In order to make the students enjoy and enthusiasm in learning English. Then the teacher should choose the appropriate supplementary materials related to the topic want to be learnt. Then for the next researcher, considering the TPS technique, it was a good way to be used to teach students. It had successfully improved reading comprehension of the eleventh language class of MAN II Batu.

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