THINK-PAIR-SHARE STRATEGY IN TEACHING READING AT THE SECOND SEMESTER STUDENTS OF IKIP MATARAM

I Made Permadi Utama [(1)]
(permadi_utama@yahoo.co.id[(1)])
Faculty of Education for Language and Arts (FPBS)
Mataram Institute for Teacher Training and Education (IKIP)

ABSTRACT

This research was aimed to find out the effectiveness of using Think Pair Share (TPS) strategy in teaching reading at the second semester students of IKIP Mataram. Research design was quasi-experimental with nonequivalent control group design. The sample of the research was 79 students and it was taken by using cluster random sampling technique and the data gathering used multiple choice items that consist of 20 items. The data analysis used t-test formulation. Based on the data analysis, t-test score was 1.804 and t-table 1.664 with signification level 5% and degree of freedom N − 2 = 79 − 2 = 77. It means that t-test was higher than t-table (1.804 > 1.664). Therefore alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. So, there was significant effect of using Think Pair Share (TPS) strategy in teaching reading at the second semester students of IKIP Mataram.

Keywords*: Think Pair Share (TPS) and Teaching Reading*

INTRODUCTION

Reading is one of four English skills that is taught at English department in IKIP Mataram. The goal of reading skills can increase student's achievement and knowledge, moreover, in English reading the students have to get of best indicators of reading that is the students can find general ideas in the general subject of a written passage, main idea of the paragraph, to find detail information, explicit information its mean the information that express on the text, to find the implicit information etc.

The students will be easily to answer the questions whenever the teacher giving some question if the students understand about indicators of reading. However, most of the students are still confused in determining main idea of the paragraph, the topic, explicit and implicit information, detail information, spesific informaion, and making reference. So, when the teacher ask some questions after read a text oftentimes the students giving wrong answer because it is not so easy for student to answer the questions about reading.

Based on the problems above, the writer intends to apply the Think Pair Share strategy in teaching reading to the students. Think Pair Share becomes a strategy which facilitates the students to solve their problems in reading. Frank Lyman (1981) purposes that this strategy in order to solve or at least to minimize students' problems in the classroom. Think Pair

Share strategy can guide the students to think individually about a topic or answer a question about an assigned reading and share their ideas with classmate. Discussing the answers

REVIEW OF RELATED LITERATURE

Reading Comprehension

According to Johnson (2008: 4) reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. In additional, reading is not an isolated process four language processes work together to enhance the development of each others: listening, speaking, reading, and writing (Johnson, 2008: 7).

From the theory above, it can be concluded that reading is a complex process, an interactive process of a fundamental purpose, not a random process, an action related to one idea and the other idea and it is a whole process that can form a meaning.

According to Broughton, et al (2003: 89) reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them. There is no language teaching field that can not involve reading skills. It is probably for this reason that the procedure of reading round the class has been perpetuated, though anyone who considers it seriously, even briefly, it contributes to new learning, or of pupil participation, or of communicative

from some questions with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material..

function, realizes very quickly that it is a singularly profitless exercise.

Furthermore, Verhoeven and Leeuwe (2008: 409) state reading is an active cognitive process of interaction with print and monitoring comprehension of establishing meaning. Reading comprehension is defined as the product of word decoding and listening comprehension In reading, the students get information by comprehending the message. To comprehend and remember what one reads is the purpose of reading (P. Sorqvist, et al, 2009: 68).

Reading comprehension occurs when students are read what they want to read, or at least what they see some good reasons to read. To be successful reader are not easy as it is expected because in reading process, the students are not only read but also think the meaning of the words and comprehend content of text that they read.

The students will never read efficiently unless they can adapt their reading speed and technique to their aim when reading. By reading all texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb non-essential information. It is important for

readers to use appropriate reading techniques.

Think Pair Share

Think Pair Share is a strategy involves three step cooperative structure. It is a learning strategy developed by Frank Lyman (1981: 109) and associates to encourage student classroom participation. Think Pair Share strategy is designed to give students the an opportunity to think the answers or solution of the problems that have been given by teachers by providing time and opportunity, so that students can think of certain ideas that enable them to formulate individual ideas and share the ideas with classmate.

There are four major steps in Think-Pair-Share, the first is teacher give a problem or poses a question. In this step, the teacher begins the discussion with thought in provoking the question for all of the class. The teachers can give the question or the problem directly and then as to the students to find out the solution of the problem or the answer of the question. Second, students think individually. The students have to understand about that although there may be no one right answer. These steps it's very important for everyone because it's come up with reasonable answer based on the question related the topic. Third, each student discusses their answer with the partner. Every student has to know a change to find out the possibilities.

All of the pair in the class can formulate a common answer based on their collective insight to some possible resolution. The last, all of students share their answer each other's. In the final steps, students can present solution or answer individually or in group to the class. The pair of students has constructed display of their answer.

METHOD

This research conducted by using quasi experimental design with nonequivalent control group design, by giving different treatment between the experimental group and the control group. The design of the research as follows:

The pre-test-post-test Control and Experimental Group Design

Group	Pre-test	Treatment	Post-test
Eperimental	O_1	X_1 (TPS)	O_2
Control	O_3	X_2 (Direct Reading)	O_4

Note:
X_1: the treatment using Think Pair Share (TPS)
X_2: the treatment using Direct Reading
O: the process of observation or measurement

To collect the data, pre-test is given before treatment; experimental group is taught by using Think Pair Share and control group is taught by using Direct Reading. In giving pre test, students are given multiple choice tests to know the student's

reading ability before being given treatment.

After treatment was given to the experimental group and control group, the writer conducted a post-test. The instrument was designed to

FINDING AND DISCUSSION

The discussion of the study deals with analysis hypothesis. The data of experimental group shows the highest score was 80 and the lowest score was 64 and the total score of post-test was 2696, while in control group, the highest score was 72 and the lowest score was 36 and the total score of post-test was 2332. Based on the computation to determine the mean score of deviation for both groups, the writer found the mean score of deviation for experimental group was 69.128 and the mean score of deviation for control group was 58.3.

The final computation was t-test, it shows t-test was higher than t-table (1.804>1.664) with the standard of significant 5%. In addition, the degree of freedom (df) = N1 + N2 − 2 = 39 + 40 - 2 = 77. So, the df in this study is 77, and the value of t-table (tt) from df 77 was 1.664 for confidence level of 0.05, the writer found that t-test was higher than t-table. Because of t-test > t-table, so the alternative hypothesis is accepted. It means that, there is significant effect of using Think Pair Share strategy in teaching reading at the second semester students of IKIP Mataram.

In teaching English especially in English reading, Think Pair Share

measure the results of the treatment, whether there is a significant difference between the experimental group and the control group.

strategy take a part in improving students' participation. Think Pair Share strategy suggests the teacher begin the discussion with thought in provoking the question for all of the class. In this case, the teachers can give the question or the problem directly and then the students have to find out the answer or the solution of the problem so that it will improve the students' curiosity.

The questions that were given directly to the students could construct students' idea in solving or answering the problem. Students think individually, these steps help the students because the students have to understand about that although there may be no one right answer.

This will make the students to be active individually, while the teacher's role is as a motivator and facilitator of learning. The students can find their answers actively from the problems or questions that were given by the teacher. Each student discusses their answer with the partner.

Every student has to know a change to find out the possibilities. All of the pair in the class can formulate a common answer based on their collective insight to some possible resolution. Students will communicate, work in pairs and discuss ideas. In this case, the

students are not in competition but the students who have high ability to share with students who have less ability.

All of students share their answer each other's. Students can present solution individually or in group to the class. In this case, the students

CONCLUSION AND SUGGESTION

Think Pair Share strategy can improve students' ability to recall the information, a student can learn from other students as well as mutual to convey his ideas to be discussed before it is delivered to the class. Think Pair Share strategy can helps students develop conceptual understanding of a topic, develop the ability to filter information and develop the ability to consider other points of view.

Moreover, it creates strong friendship connections, supported first language skills, improved classroom environment and student attitude, encouraged leadership skills and teamwork. In addition, it creates a comfortable non-stressful environment for learning and practicing reading English. It helps students to learn more, have more fun, and develop many other skills

will present their answers that have been discovered based on their own understanding and their assistance or additional information they get from the share process.

such as learning how to work with one another.

Think Pair Share strategy that were used in this research gave a significant contribution to the student's ability in reading and teaching reading. So, the students who want to study reading English text, they should pay attention on reading passage and then answer. The students should know the main idea of the paragraph, the topic, explicit and implicit information, detail information, spesific informaion and making reference. Moreover, teaching strategy in teaching reading is very necessary at the college level, the suitability of the teaching strategy is needed to improve students' ability in reading.

REFERENCES

Broughton, G. et al. (2003). *Teaching English as Foreign Language*. Taylor: Francis e-Library.

Johnson, P. A. (2008). *Teaching Reading and Writing a Guidebook for Tutoring and Remediating Student*.United States of America: Rowman& Littlefield Publishers, Inc.

Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109-113). Collage Park: University of Maryland Press.

Sorqvist, Patrik., Halin, Niklas., & Hyggy, Staffan. (2009). *Individual Differences in Susceptibility to the Effects of Speech on Reading Comprehension*. Appl. Cognit. Psychol. 24: 67–76.

Verhoeven, Ludo., & Leeuwe, Van Jan. (2008). *Prediction of the Development of Reading Comprehension: A Longitudinal Study*. Appl. Cognit. Psychol. 22: 407–423.