The Use of Think-Pair-Share (TPS) in Teaching Recount Text

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Abstract

This research aims to find out whether there is a difference of the eighth-grade students' achievement in reading recount text taught by using Think Pair Share (TPS) and those who are trained by using Number Head Together (NHT). The research used a quasi-experimental design. Test and observation were used as the instrument in collecting data. The samples were students of VIII E as the experimental and VIII C as the control of SMPN 31 Banjarmasin academic year 2017/2018. The result showed that there was a difference in students' reading achievement taught by using TPS and those who are trained by using NHT. Based on the calculation, the average score of pre-test was 67,04 for experimental and 68,80 control class. After the treatment given, the average post-test rating for the experimental class was 80,02 and control was 76,30. The calculation of t-test showed t-value was higher than t-table (2,42>1,99) at the significance level of 5%. Furthermore, the use of TPS made a better result for students' achievement in reading. Based on the research result, the researcher recommends the English teacher to use TPS as the alternative technique in teaching since it is suitable and straightforward to begin practising cooperative learning.

Keywords: *Think Pair Share, Achievement, Reading Comprehension,*

INTRODUCTION

In learning English, mastering the listening, speaking, reading, and writing skills are the qualification that the students should have. As one of them, reading can be considered as the essential skill to be trained. Reading ability has much impact on the other language skills. Through reading activities, the language learners can develop their proficiency in vocabularies, grammar and other components of the language. As a consequence, for instance, as suggested by Soviatu Zahra et al., the language learners should have sufficient mastery of the language components to be good speakers (2019). Urquhart and Weir (1998) defined reading as the process of how reader interpreting and taking the information of reading sources in printed form (Grabe, 2009, p. 14). Uray Rosalia also added that to acquire English language proficiency, students need more information and knowledge to improve English skill. Besides, reading is one of the activities that the students should often do. Moreover, most of the learning materials are also provided in printed form so that students need to read them first.

Grabe (2009) stated that reading centrally is the process of comprehending. People learn to get what the writer intended to convey. It means, reading skill cannot be separated from comprehension. As Leipzig states, cited in Hikmah (2015), having the ability to

understand all information from text or written form is not only a requirement, but there is also the ability to understand the content. It will be easier and quicker to get accurate information on task if people have that ability. It can conclude reading is not the only activity that requires people to recognise words and reading form, but also learn to comprehend a message or content of what they read.

There are three types of text which are taught at the second-grade junior high school students. They start from the descriptive, recount, and then narrative. Then, the researcher decided recount as material to be taught to the students. However, it is not always easy to make students understand the texts in teaching reading. Reading comprehension is one of the problems that mostly occurs in the classroom. Many students cannot comprehend the texts, and that makes the objectives cannot be reached easily. Students have various difficulties in understanding materials that they read.

In teaching reading, the teacher has an important role. The teacher should be able to stimulate their curiosity, particularly in reading, besides just explaining the material. In solving this problem, the teacher should use various strategies and choose a useful and exciting activity in the classroom. There are varieties of techniques that the teacher can be used in teaching materials. In this relation, Arumaisa et al. suggested the teachers' role in optimizing their talks in the teaching of reading (2019). Also, Aziza et al. proposed the necessity of using the group discussion, gallery walk, mind mapping, and skimming and scanning.

(TPS), as a cooperative learning type, are demanded students to have an excellent ability to communicate well in a group. TPS gives students a chance to think about the material individually in a particular time given. Then, they work in pairs with another student and share the result with the class. So, students are provided with an opportunity to discuss their thinking with another partner to increase their classroom involvement (Hikmah, 2015). Caroll (2017, p. 100) states TPS is an excellent place to begin practicing cooperative learning since it is simple and involves only two children at a time. She added that the advantage of doing TPS is not only improving social communication skill but also can increase learning achievement. Another type of cooperative learning which has the same characteristic as TPS is Number Head Together (NHT). It is said that both are designed to influence the students' interaction in learning and as an alternative way of teaching to traditional class structure such as raising hands to answer questions.

As the researcher explained above, she intended to research to know whether there is any difference between the students' achievement in reading recount text taught by using TPS and those who are motivated by another cooperative learning called NHT. The researches related to TPS in teaching reading had been done by some researchers, such as Hikmah (2015) and Melyana (2015). So, the study conducted was titled The Use of Think Pair Share (TPS) in Teaching Reading Recount Text at the Eighth Grade Students of SMP Negeri 31 Banjarmasin Academic Year 2017/2018.

REVIEW OF LITERATURE

According to Pang et al. (2009) and Richards and Schmidts (2002), reading is to understand written texts (Widyaningsih, 2014, p. 6). The activity does not only involve

readers' understanding of letter and sentences but also perception. So, when a person is given a written text to read, he or she will learn to get the essence of text.

Palupaningsih (2011) then added that the way to understand a reading text is called reading comprehension. When a reader can respond and transform information that is provided in the reading task, it means she demonstrates understanding.

English for junior high school students is taught with the standard of competency, which emphasises students to understand the meaning of a very short and straightforward function in written text. It is expected for the teacher to be able selecting appropriate technique, topic and materials that can encourage students' motivation. Harmer (1998) said that making students read, particularly in English, is one of the teacher's outstanding job (Widyaningsih, 2014, p. 10).

Cooperative learning refers to the teaching methods in which students work in a small group to help one another in learning materials. Cooperative learning includes some techniques, such as Students Team Achievement Division (STAD), Jigsaw, Group Investigation, Think Pair Share, Number Head Together, etc. (Suyidno & Jamal, 2012, p. 170)

Professor Frank Lyman was the person who developed TPS in 1981. Bouchard (2005, p. 110) states the purpose of TPS is to provide students discussion time that is divided into three crucial stages from thinking, pairing, and sharing.

RESEARCH METHODOLOGY

The research conducted was experimental research with a quantitative approach. Besides, the quasi-experimental design was used by the researcher. The design involves students in groups of experimental and control. Experimental class TPS class and control NHT class. Class VIII was the research population. By using a purposive sample technique, two classes were taken. Class VIII E was taken as an experimental class, and class VIII C was taken as control class.

The instruments used in this research were test and observation. Tryout test, pretest, posttest, and also observation sheet were used. The tryout was conducted before the test is administered. Then, it also has been checked for the validity and reliability of the test. A pretest is applied to reveal the students' basic reading comprehension before treatments. Posttest is given at the end of treatments to find out their reading comprehension achievement. The test was administered to both classes with 30 items of multiple choices reading test.

In this research, the process of teaching was done by an English teacher of class VIII, Mrs NY. The material taught for both class is recount text with three topics. The researcher was as the observer. The lesson plans, materials, and test were provided by the researcher and had been in discussing with the English teacher and the advisors.

RESEARCH FINDINGS AND DISCUSSION

The finding of this research showed that there is a difference in the achievement of students in reading recount text taught by using TPS and without using TPS. Based on

pretest and posttest scores from the subject, the average pretest score for experimental was 67, 04 and did not achieve the English standard score in SMPN 31 Banjarmasin.

Meanwhile, the average posttest score for the experimental was 80, 02. Then, the pretest for the control was 68, 80. It was relatively same with the experimental class pre-test. Meanwhile, the posttest score for control was 76.30.
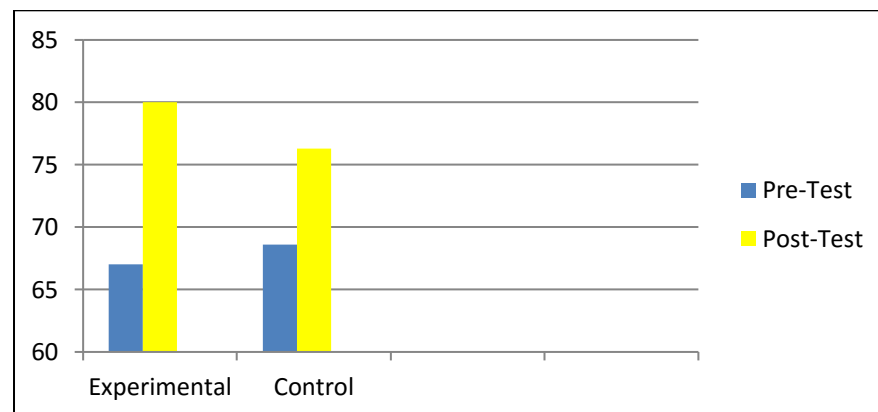

Diagram 1. The result of Pretest and Posttest

This finding was then calculated by using the formula of t-test, and the result showed that the alternative hypothesis was accepted and the null hypothesis was rejected. The result of the t-test in this research is 2,42 on the degree at (df) 70 with a level of significance at 5%, and it was found that the result of the t-table is 1,99. It can be seen that the t-test result got a higher value than the table of t (2,42 > 1,99). It means there is a difference in students' comprehension achievement in reading recount text between the two groups. It implied that TPS gives a good effect for students reading comprehension at SMPN 31 Banjarmasin in 2017/2018.

The result of this research was supported by the previous studies from Hikmah and Melyana (2015). The difference between this research and those two previous studies is they gave treatment to the control class by using a traditional method that was often used by the teacher. In this research, the researcher gave treatment to the control class by using another type of cooperative learning called Number Head Together. It is said that TPS and NHT have similar characteristics. Suyidno and Jamal (2012, p. 184) say both are designed to influence the student interaction in learning and as an alternative way of teaching to traditional class structure such as raising hands to answer questions.

Furthermore, Subhi and Widodo (2016) also added that the characteristics of both techniques are almost the same which are focusing on thinking, group discussions, and presentations. The difference is seen from the steps where students at the TPS are allowed to think individually first in Think time, then discuss the results of the answers with at least one student or pair, and the answer is presented to the entire class during the Share step. In NHT, students are formed in groups first with numbering as members' identities, and they think and discuss the material given together in that group. If in TPS the students work in pairs, students in NHT work in groups of at least three members or more. Then, one student will present the answer to the whole class according to the identity number called by the teacher.

According to Carroll (2007, p. 100), TPS is the right place to start practising cooperative learning since it is simple and involves only two children at a time. So, it

minimised the tendency of "free rider" which becomes one of the problems in implementing cooperative learning (Rusman, 2010, p. 134). As cooperative learning attempts the students to work together in a group to solve problems, it sometimes happens that not all members give a contribution to a group. This free rider's attendance occurred in the control class which was taught by using another treatment called NHT. Since TPS in the experimental class attempted the students to work in pair, in control class, there were five or six members in a group. Rather than help the group, some students preferred to wait for their other members answer. While waiting, these free-riders disturbed and teased the others. As a result, the class became noisy. So, the teacher needed to monitor or guide all groups more and give more clear instruction.

TPS is considered to be simple because there are only two children involved. So, it was particularly also beneficial for shy students and other students who are unwilling to participate in a whole-class discussion. By discussing the material with their pair in pair section, they are encouraged to be brave in giving an opinion to one another before they speak out to the whole class. So, it made students more active, confident, interested in participating and enjoy in a group.

However, the use of TPS in this research also had an obstacle. The problem is the number of groups in class. Because every group consists of two students (pair), there were many groups to be handled. There would be many groups that should report and present their answer. So, the teacher needed to monitor it more. It was not easy to manage class, so the teacher should manage time well and minimise the noise in the course.

Based on the explanation and findings above, this research is in line with Widyaningsih (2014) and Hikmah (2015) researches using TPS technique is giving more benefits in teaching reading recount text and also other English materials. The students were easier to understand recount text and what events in the story happened in sequence by discussing with their pair. They will help each other to determine the main idea, to identify information and reference, and also to find new or challenging words, for example past verb and adverb of time by the teacher's help and guidance.

CONCLUSION

After conducting the research, it is found that there is a difference in students' reading achievement that is taught by using Think Pair Share and Number Head Together. It can be seen from the average result of pretest and posttest in the experimental and control group. The use of TPS makes a better result for students' achievement in reading. It also prepares students more active, confident, interested in participating and enjoy in a group.

SUGGESTION

Based on the conclusion, several suggestions are proposed by the researcher:
1. It is suggested to the teachers in SMP Negeri 31 Banjarmasin and the teachers of other schools, mainly English teacher, to use Think Pair Share (TPS) as the alternative technique in teaching. It is because TPS is the right way for the teachers that want to begin and introduce cooperative learning to students.
2. Students at SMPN 31 Banjarmasin are also suggested to continuously apply TPS to develop their communication skill in small group and increase their reading comprehension.

3. It is also recommended to other researchers to conduct further studies related to the use of Think Pair Share and different cooperative learning types in teaching English skills.

4. All readers and English learners are also suggested to implement this TPS since it is simple to be done. They can discuss reading material with their at least one partner by exchanging thought and help each other to increase their understanding.

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