

THE EFFECT OF THINK PAIR SHARE METHOD TOWARD THE STUDENTS' READING ACHIEVEMENT

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Abstract

This study aims at investigating the effect of Think-Pair-Share Method toward the students' reading achievement at MA. Darussalam Beremi. The design of this study is true experimental, in which 111 students as the population and through cluster random sampling, 80 students were selected as the sample. After collecting and computing the data, the writer found that the experimental group were more successful than the students of control group. It can be seen from the critical value of t-test equal to 3.86 is higher than the indication of t- table at the significant level of 5% equals to 1.99, and at the significant level of 1% equals to 2.64 then, at the degree of freedom 78 or nearest 80 on the test indication. In fact, the t-test is significant value for both levels. It means, the cooperative learning method is effective toward the student's reading achievements. The Think-Pair_Share is effective for teaching reading due to the dependence among the students, it triggers the students to be more active, more communicative, and more interactive in teaching and learning process, and also it applies good evaluation process.

Key Words: *Think-Pair-Share, Reading Achievement*

INTRODUCTION

Language plays an important role, and means of communication, it is possible to communicate our ideas, with language a person can express, and explain the feeling to others. By reading a text written in certain language people may secure a lot of informations, because the messages are coming from what you see, hear, smell, touch, or taste. The human's brains receives these messages, interprets, and saves them. Noam Chomsky (1974 : 2) notes that language is a system by the sound and meaning are related.

As we know that we are in globalization era, and English is needed by people all over world, particularly Indonesia. English to be one of the international language. Hence, it is expected to Indonesian students to be able read and speak English so that society of Indonesia teach their children from playgroup up to adult in order to the society of Indonesia associate to others, both local people and abroad one. All of us know that teach others is not easy as we think, it could be seen from a lot of books, articles, thesis etc, which express about problem in teaching children even adults. Therefore, the writer takes an initiative to write a thesis about student's reading achievement because the most of question

test both at school examination and other English test, there are a lot of reading test which should be answered by the learners. And this research hopefully contribute significantly over learners and teachers.

Some teachers are confused to teach the students, even don't know how to manage the time class teaching. It happened since there is no specification in teaching them. Based on the curriculum of based competency (July 2004), the teacher do not participate dominantly but as a guide. I often apply this method when I conducted PPL in MA Darussalam Beremi, this method is very important to make the students more active and interactive in the class, and it will be able to affect the reading achievement. The aims of this method is to make the students more active, communicative, and interactive in class, thus the teacher should confer a trust over the students in expressing and communicate the feeling to others.

Furthermore, this study tries to answer the research question: (1) Is the think pair share method effective toward student's reading achievement of MA Darussalam Beremi?

REVIEW OF RELATED LITERATURE

Cooperative Learning Theory

The Cooperative learning has roots in the theories of social interdependence, cognitive development, and behavioral learning. Some research provides exceptionally strong evidence that cooperative learning results in greater effort to achieve more positive relationships, and greater psychological health than competitive or individualistic learning efforts (Johnson, 1998: 123). The assumption of behavioral learning theory is that students will work hard on tasks that provide a reward and that students will fail to work on tasks that provide no reward or punishment. Cooperative learning is one strategy that individuals rewards for participation in the group's effort (Johnson, & Smith, 1998). Cooperative learning and cooperative learning groups are means to an end rather than an end in themselves.

Therefore, teachers should begin planning by describing precisely what students are expected to learn and be able to do on their own well beyond the end of the group task and curriculum unit. Regardless of whether these outcomes emphasize academic content, cognitive processing abilities, or skills, teachers should describe in very unambiguous language the specific knowledge and abilities students are to acquire and then demonstrate on their own (Stahl Robert, 2009:122) Teachers should organize the three-, four-, or five-member groups so that students are mixed as heterogeneously as possible, first according to academic abilities, and then on the basis of ethnic backgrounds, race, and gender. Students should not be allowed to form their groups based on friendship or cliques. When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instructional strategies. They also tend to become tolerant of diverse viewpoints, to consider others' thoughts and feelings in depth, and seek more support and clarification of others' positions.

(A limited number of proven cooperative learning strategies allow teachers academically sound alternatives to maximal heterogeneous group (Cholis, 2010:198) Cooperative learning is the heart of problem-based learning. It is related to collaborative learning, which emphasizes the "natural learning" (as opposed to training resulting from highly structured learning situations) that occurs as an effect of community in which students work together in unstructured groups and create their own learning situation.(Elis, 2010: 18) Cooperative learning is underused because many students do not understand how to work cooperatively with others. The prevailing culture and reward systems of our society (and our colleges) are oriented toward competitive and individualistic work; the school students came from emphasized class rank and required teachers to evaluate students on norm-referenced bases (Stanne, 2011:122) Cooperative Learning refers to methods of instruction that involve having students work together in groups. There are many approaches to cooperative learning approach is the use of structures. The Kagan Structures are simple instructional strategies that are used to increase engagement, achievement, and social skill development as part of any lesson(Cholis, 2009:134)

In cooperative learning team, interdependence is structured into the group task activities and members are responsible to each other's success. Individual accountability is an expected outcome, communication skills are identified, directly taught, and expected to be used by all group members.

There are designated roles with shared leadership assigned and monitored by the group and the instructor, the group regularly processes how they are working together and adjust their personals and groups. Accordingly, both task and maintenance roles and outcomes are emphasized,(M, Stanne, 2010:176)

Think Pair Share (TPS)

There are many type of cooperative learning but the writer only choose think pair share (TPS) as method in carrying out the research. Cooperative learning model type think pair share (TPS) follow the step thought to the problem posed by the teacher in pairs to discuss the ideas of the matter raised by the teacher to share the result of discussion for all the students in the class

(Lie,2010: 57) cooperative learning type think pair share structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development. The writer arranged the step of think pair share as follow:

- a) Divide the students into small group.
- b) Teacher leads each of group to comprehend the text, pair-up and exchange the thought.
- c) Discussion, each member explain the result of discussion, they pair share response with other or entire group.
- d) Conclusion.

Reading Methods

Reading is importantly activity for individuals to engage in the development of academic competences, it is important for interpersonal functions. Reading also provides significantly input related to technological developments, world news,

and scientific discoveries. Reading ability (literacy) in general is needed not only for access to printed resources such as books and journals but may also be needed for access to computers and the internet. Non-academic situation which require reading from those which involve interpreting direction on sign and product labels to those which involve receiving news from friends in letter or e-mail. Grab (1997) reviews research on academic reading in terms of five component abilities and type of knowledge that are involved in the activity:

- (1) *Vocabulary and structural knowledge*. Fluent reading requires a large recognition vocabulary (some estimate range up to 100,000 words) and a sound knowledge of grammatical structure.
- (2) *Formal discourse structure knowledge*. Good reader how a text is organized, including (culture-specific) logical pattern of organization for such contrasts cause-effect and problem-solution relations.
- (3) *Content/ world background knowledge*. Good reader, have both more prior cultural knowledge about topic and more text related information than those who are less proficient.
- (4) *Synthesis and evaluation process/strategies*. Fluent readers evaluated information in text and compare it with other sources of knowledge; they go beyond merely trying to comprehend what they read.
- (5) *Cognitive knowledge and comprehension monitoring*. Fluent reader have (unconscious) knowledge about knowledge of language and about using appropriate strategies for understanding text and processing information. Monitoring involves both recognizing problems that occur in the process of interpreting information in a text, and awareness of non-comprehension. Grab (2002) lists the following functions for reading in academic setting (from least to most difficulty) they are:
 - (6) *Reading to find information*: scan or search text for specific topic, word, or phrase.
 - (7) *Reading for general understanding*: get the main ideas and at least some supporting ideas and information.
 - (8) *Reading to learn*: understand the main ideas and store the meanings and supporting details in a coherent organizational frame.
 - (1) *Reading to critique and evaluate*: in addition, reflect on text content, integrate it with prior knowledge and judge quality and appropriates of texts in relation to what is already known about topic. Even relative beginner can scan text for a specific topic or word, and intermediate learners can comprehend the main ideas, and get some supporting information, but reading to learn and critical/evaluative reading are generally achieved only at advance level (though knowledge of discourse/textual schemas, and common technical vocabulary can sometimes enable even a relative novice to gather useful information from a text in another language which utilizes a similar orthography).

Therefore, Learner should read many kinds of reading in different difficulty level by reading a lot of different level in difficulty of word, the Learner will have more understanding of the meaning of word and their function in different context thus, reading is the practice of using text to be creating the meaning and act of

linking one idea to another one, reading as well as the receptive process (taking in information).

Reading help the students become better writer, trough reading students have incidental contact with the rules of grammar, student develop a sense for the structure of language and grammar increase their vocabulary. Reading is not only recognition of word but we how to think about passage, Therefore, reading involves meaning from the printed word, or understanding the meaning (Pappas, 2001: 453) Explains that, ” Reading is predominantly a visual thinking skill utilizing the eyes, and the higher mental process. It is the method by which perception of the printed symbols causes same form reaction in the mind”. Reading can be cassified into intensive reading and extensive reading (rivers, 2001 :227) On the other hand River explain : “intensive reading being related to further progress in language learning under the teacher guidance, Extensive reading developing at the students own pace to his individual ability”. For extensive reading, the activity is not completely controlled by the teacher, the students learn to read without the teacher rule, the extensive reading activity mostly concern with the purpose of training students to read directly, for his own enjoyment without the aid of teachers. Structures in the text will be all ready to him and the new vocabulary will be introduced in such ways that is meaning can be deduced from the context

.In the same way, if the act of reading is linked to instruction that students find unpleasant or disagreeable, they will be less inclined to engage in future reading behavior. *Keep your reading program simple*. In all areas, uses a lot of big words, contains flashy graphs and pictures, has a detailed scope and sequence, includes an elaborate assessment plan, The effective literacy instructional devices ever invented are very simple things: good books, paper. The only other thing to add to this list is a teacher who understands children, learning, and literacy. *Keep instruction simple*. Good teachers make things seem as simple as possible. In this way they are like gymnasts. Gymnasts are able to perform and make them look simple. As teachers we want to be gymnasts, *Make reading like- real life*. Read for pleasure or to understand ideas and information.

Write to organize the thoughts, to express ideas, and to convey important information to others. Never had to separate words into syllables; identify plot, conflict, and resolution in a story; describe an author’s purpose; identify diphthongs, diagraphs, initial clusters, medial clusters, and schwa sounds; identify CVC (consonant vowel- consonant) letter patterns; or find topic sentences in paragraphs. (By the way, if you examine paragraphs in newspapers, magazines, and books you’ll find that most of them don’t have topic sentences.) I have found no research to indicate that having children do these things improves their ability to read and process text or to express their ideas on paper.

Once you have a book or a sample of graded reading, use the following steps to find approximate reading grade level: 1 Select a section that contains about fifty to one hundred words (for younger children, more for older children). 2. Have the student read orally (this is an individual assessment). 3. Note the words incorrectly identified by the student. 4. Determine reading level for that selection by calculating the percentage of words read correctly (divide the words

read correctly by the total number of words): Words correct divided by total words = reading level **Independent reading level** = 98 to 100 percent accuracy **Instructional level** = 90 to 97 percent accuracy **Frustration level** = 89 percent or lower A score of 98 percent or higher would indicate students' independent reading level. This is the level of books that you should encourage students to read for pleasure at home and at school. A score of 90–97 percent would be their instructional level. This is the level of books that should be used for reading instruction. Reading material at the frustration level should not be use **Independent level**. At this level the student can read unassisted. Students are generally able to read 98 percent or more of these words. You want to find books at this level for the student to use in pleasure reading or reading independently. **Instruction level**. At this level the student can read with some assistance. Students are generally able to read 90 to 97 percent of these words.

This is the level of reading material you want to use for reading instruction. Here you will need to provide some assistance such as a story map, vocabulary help, or a story preview. **Frustration level**. At this level the student cannot be successful even with a lot of teacher help. Students are able to read less than 90 percent of these words. Avoid this level. Some people mistakenly think that challenging students will help them progress faster. Instead, you end up with frustrated learners who learn that they can't learn to read.

Think Pair Share in Teaching Reading

Think pair share is collaborative learning strategy in which student work together to solve the problem or answer a question about an assigned reading this technique requires student to(1) think individually about a topic or answer to a question ; and (2) share ideas with a classmate, discuss an answer with partner serves to maximize participation, focus attention and engage student in comprehending the reading material as they work through the following: T (Think) teacher begin by asking a spesific question about text,student"think" about what they know or have learned about topic ,P (Pair) each student should be paired with another student or small group,S(Share) Student share their thinking with their partner, teacher expand their "share" into a whole-class discussion (Cholis, 2010:129).

METHOD

This research is true experimental study, since it is going to find out the effect of think pair share method, and the sample of population have been divided into experimental group, and control group. Both of them were assessed in their reading achievement. The writer uses true experimental design to examine the effect between two variabls.

The population of this study is the second year students of MA Darussalam Beremi in academic year of 2014-2015. In this study, there were five classes. The total number of population was 111 students. The writer decides that PUTRA A

and PUTRI A as experimental group which consist of 40 samples; the class of PUTRA B, PUTRI B , and PUTRI C as control group consist of 40 samples.

The data of the research were obtained from the students' scores in an English reading test, reading test was taken from a text book for XI Grade entitled "ELEMENTARY LEVEL FOR SMA GRADE XI" Soon after regular instruction by" Cooperative Learning method and individual method," both groups were tested by the same test. The test was constructed in multiple choices, the writer applied a test instruments which comprise 25 items. For obtaining data the writer arranged pre-test and post-test.

This study uses quantitative method, and statistical analysis. To analyze the result of test, the following steps has applied :

1. Identifying the score of X_1, X_2 and Y_1, Y_2
2. Identifying the students of deviation score of post-test result to pre-test score. The following formula:
3. Identifying the mean Deviation of Each Group
4. Identifying the significant of deviation score from two mean deviation, using t-test formula.
5. Identifying between the results of t-test to t-table. The writer compared the result of t-test to t-table. If the result of t-test $>$ t-table, the null hypothesis is rejected, if the result of t-test $<$ t-table, is receive.

FINDING AND DISCUSSION

Findings

The table 01 pre-test and post-test of experimental, and control group.

1. The table of experimental group

NO	Name of Students	Pre-Test (X1)	Post-Test (X2)	Deviation (DX)	D2 X
1	AR	60	100	40	1600
2	MA	85	100	51	225
3	MU	80	85	5	25
4	DE	70	100	30	900
5	DI	85	95	10	100
6	SA	95	100	5	25
7	FA	75	75	0	0
8	FA	75	100	25	625
9	FI	80	90	10	100
10	KU	90	95	5	25
11	DW	90	100	10	100
12	AG	90	100	10	100
13	YU	75	100	25	625
14	SU	85	95	10	100
15	RA	95	95	0	0
16	PU	70	95	25	625
17	TRI	85	100	15	225
18	MF	85	95	10	100
19	SA	85	95	10	100
20	JA	90	100	10	100
21	MI	75	95	20	400
22	NA	85	75	-10	100
23	RO	95	95	0	0
24	NI	80	80	0	0
25	NO	70	95	10	625
26	AN	80	90	10	100
27	RE	90	90	0	0
28	RIS	85	95	10	100
29	HA	75	100	25	625
30	FA	95	95	0	0
31	RA	85	100	15	225
32	AP	80	100	20	400
33	PR	70	80	10	100
34	UL	90	80	-10	100
35	MU	80	95	15	225
36	SE	75	95	20	400
37	YA	70	100	30	90

38	MU	60	70	10	100
39	YU	85	95	10	100
40	ZI	90	100	10	100
	TOTAL	3260	3740	480	10300

2 The table of control group

NO	Name of students	Pre-test (Y1)	Post-test (Y2)	Deviation (DY)	D2 Y
1	KA	70	70	0	0
2	AG	70	75	5	25
3	SN	70	70	0	0
4	SU	90	95	5	25
5	RH	90	90	0	0
6	AU	80	85	5	25
7	BA	75	75	0	0
8	NO	80	85	5	25
9	RA	75	75	0	0
10	WA	90	90	0	0
11	DI	95	100	0	0
12	EK	75	75	0	0
13	YU	65	65	0	0
14	EL	80	80	0	0
15	FE	95	100	5	25
16	AU	90	90	0	0
17	FI	90	90	0	0
18	IS	95	95	0	0
19	KU	60	60	0	0
20	LA	85	90	5	25
21	LE	90	90	5	25
22	RE	90	90	0	0
23	RI	85	90	5	25
24	MA	95	100	5	25
25	MW	95	100	5	25
26	RI	95	100	5	25
27	DI	95	100	5	25
28	MI	70	70	0	0
29	SO	65	65	0	0
30	MU	95	100	5	25
31	AY	95	100	5	25
32	WI	80	80	0	0
33	AR	100	100	0	0
34	YO	70	70	0	0

35	RA	95	95	0	0
36	RE	95	95	0	0
37	SH	90	90	0	0
38	SU	85	85	0	0
39	EK	90	95	5	25
40	YU	95	95	0	0
	TOTAL	3390	3465	75	375

1. Identifying the score of X1,X2 and Y1 Y2

DX=X1= 3260
X2 = 3740
DY=Y1= 3390
X2 = 3465

2. Identifying the students of deviation score of post-test result to pre- test score. By using the following formula:

(DX) = X2 - X1
3740 - 3260 = 480
(DY) = Y2 - Y1
3465 - 3390 = 75

2. Identifying the mean deviation score of each group by using the following formula:

$\bar{D}X = \Sigma$

a. Variable X

$\bar{D}X = 480$

N = 40

The main score of variable X is

$\bar{D}X = \frac{\Sigma}{N} = 12$

b. Variable Y

$\bar{D}y = 75$

N = 40

$\frac{\Sigma}{N} = 1.87$

3. Identifying the significant of deviation score from two mean deviation, by using following formula:

$t = \frac{\bar{D}X - \bar{D}Y}{\sqrt{\frac{D^2X + D^2Y}{N}}}$

t = The significant of experimental group to control group

$\bar{D}X$ = The deviation of experimental group

= The deviation of control group

D²X = The square of deviation of experimental group

D2Y = The square of deviation of control group
 NX = The total sample of experimental group
 NY = The total sample of control group

Σ = The sum of

$\sqrt{\quad}$ = The root of

t = $\frac{\Sigma(D2Y)}{NX}$

t = $\frac{\Sigma(D2Y)}{NX}$

t = $\frac{\Sigma(D2Y)}{NX}$

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t = $\frac{\Sigma(D2Y)}{NX}$

t = $\frac{\Sigma(D2Y)}{NX}$

t = 3.86

4. Identifying the result of t-test to table-test, to find out significant or not. the writer determines the degree of freedom (df) by using the formula:
 $df = NX + NY - 2$ (Pengantar Statistic:285:2011)

$df = NX + NY - 2$

$40 + 40 - 2$

$80 - 2$

78

If the result of the degree of freedom 78 the writer focuses on t- table. In fact, the writer didn't find out $df = 78$ so, the writer gets the nearest value of t- table namely 80 based on t-table, the writer concludes:

On the level significant 5%: $t = 1.99$

On the level significant 1%: $t = 2.64$

Discussion

So, from counting above, the value of t-test, and t-table namely; $1.99 < 3.86 > 2.64$ it means, that null hypothesis (Ho) which say that "the cooperative learning method which is not effective toward the student's reading achievement is rejected" so the cooperative learning method is effective toward the students reading achievement".

CONCLUSION AND SUGGESTIONS

The statistical analysis of the obtained data shows that the experimental groups are more successful than the students of control group. It can be seen from the critical value of t-test equal to 3.86 is higher than the indication of t-table at the significant level of 5% equals to 1.99, and at the significant level of 1% equals to 2.64 then, at the degree of freedom 78 or nearest 80 on the test indication. In fact, the t-test is significant value for both levels. It means, the cooperative learning method is effective toward the student's reading achievements.

The cooperative learning method is effective for teaching because of dependence among the students, active, communicative, and interactive in teaching and learning process, and good evaluating.

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