

IMPROVING THE STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT BY USING THINK-PAIR-SHARE (TPS)

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Abstract

This study aims to improve reading comprehension for the eleventh-grade students at SMA MATHLAUL ANWAR, consisting of 30 students in using the think-pair-share model. The researchers applied the think-pair-share model because this considered the model as one of the best teaching methods for teaching. Students use the think-pair-share model in learning activities to raise their reading comprehension, increase their enthusiasm, and become active in classroom learning. Besides, the benefits of using the Think-Pair-Share method in reading discussions will reveal opportunities to encourage students to be active in the learning process, such as discussing and helping each other solve problems or assignments. That will have a positive impact on students in accepted learning material provided by the teacher. In this study, the writer researched three cycles to achieve student improvement in reading comprehension. The results of the tests that have been done lead to the mean grade of students in each cycle as a follow-up pre-cycle is 68, while in the second cycle 71, and the last can be seen as a terrace in the third cycle 75. Based on the mean grade of two cycles above, we can prove that the think-pair-share technique has succeeded in increasing the students' ability to teach reading comprehension in analytical exposition texts.

Keywords: *Think-Pair-Share, Reading comprehension, Analytical exposition*

INTRODUCTION

Learning is the process of interaction between students, teachers, and learning resources to achieve learning goals. In this case, the government compiled the stage of the national education by adjusting students abilities to the development of the environment for the environment, national development needs, the development of science and technology and art by the types and levels of each education unit Permendikbud No.19: 2005 in (Putra, 2018) as educators are expected competent to apply useful learning methods to achieve educational goals, especially in teaching-learning English.

English is an international language, meaning that this language is used by various countries to communicate. In Indonesia, English is a foreign language, so that its use is rarely spoke. However, with the expansion of the global era of English, this is very important to learn. When we learn foreign languages, this is an important skill needed for communicating effectively, and there is four skill.

As we know, in the first time we learn to listen, then talk, read, and finally write, this is called four language skills. Promoting student reading skills is fundamental to their progress in

acquiring language. By improving students' reading skills, we allow them to improve their vocabulary and develop their knowledge.

In teaching reading in high school, there are various identifiable problems. The problem is that the students are lazy to read because of a lack of vocabulary so that they are not favourable in class in learning activities. This is corresponding by the opinion (Anwar & Januar, 2018), where the problem is the lack of vocabulary and background knowledge to apprehend the text, lack of communication between students and teachers, lack of collaboration between students and other students, and teacher problems are the use of methods not suitable for students in high school.

Besides, there are still many students who think that learning English is difficult, and the writer agrees with (Sugiarto & Sumarsono, 2014) who says English is still a difficult lesson for most the students to learn. They also thinking English is a boring subject, so they sometimes are lazy to learn, especially reading English texts. That either cause that makes it difficult for students to master English well; besides, in many cases, reading is a skill that high school students must mastery. Moreover, they will face a national exam so that they shall gain to intensify their reading comprehension skill.

For this reason, it is necessary to find a teaching method and the techniques that are appropriate to achieve the students' reading comprehension. Reading is one of four skill in English. Refer to (Rachmijati & Anggraeni, 2019) to improving the English language skill of four components of language (speaking, listening, reading and writing) is highly recommended that students should read many materials. The goal is to add knowledge, as well as increase the amount of vocabulary they have so, that the four components of their language skill can increase.

Reading as the foundation of achievement in school learning and the solution to the achievement of potential after graduation. The competence of reading comprehension is students able to recognise the written text because the written text contains its essential in the learning process and develop students knowledge. According to (Sugiarto & Sumarsono, 2014) also say that Reading is functioned to recognise a problem in a passage.

In other word, students able to analyse a thesis statement, argumentation and re-statement of this text. They can understand the content was contained in the text, discovery the main topics and ideas in this text. Also, find the generic structure and language features of the text in the text. They must have the above abilities is because analytic exposition text is one of the genre texts taught at the High School level. According to (Wahidi, 2009) also said the analytical exposition text is a text that outlines the principal goal or the idea of an author about a phenomenon around it. This text aims to convince the reader that an event has happened. In other words, analytical exposition text is the text of an author who tries to inform and describe an event that has happened around him.

According to (A, Prawira & Roswati, 2019) elaborate that the analytical exposition text is a text that contains a phenomenon that occurs surrounded by the author, it states the argument of the author, which this text aims to assure the reader. Therefore the student can understand this text; students shall capable to identify it in the right way. However, sometimes there are still many student's who are still not good at understanding text because the methods used by the teacher are inaccurate and monotonous. Therefore as an educator, the writer should be competent to find appropriate methods that could make better the student's abilities, especially in reading comprehension. For this cause, the writer prefers the Think-Pair-Share model to study.

The author has found that the necessary foundation of Think-Pair can make the student more active in learning activities by applying discussions with their classmates. They learn to work together. Besides, learning activities would further exciting and increasingly active for student's based on (Tran, D, 2014). It expected that learning activities like that would possess a full effect on the students in receiving the material provided by the teacher. Moreover, (Sugiarto & Sumarsono, 2014) explain that the concentrate of this method is typically to make students read the texts fluently and loudly. Other aspects, such as discussing what is the goal of the text and what messages contained in the text. There have been two previous pieces of researches related to Think-Pair-Share, which were conducted by (Mundriyah & Parmawati, 2016).

(Sugiarto & Sumarsono, 2014) Research finding showed that there are significant effects of students reading comprehension who taught by using Think-Pair-Share show sig.5%. Moreover, (Mundriyah & Parmawati, 2016) research shows that TPS was sufficient to rectify students' writing creativity as well as students achievement in second-semester students at IKIP Siliwangi. The strategy indicates that TPS was successful in improving the student's achievement writing classroom into a better situation.

Considering the explanation above the researcher chooses Think-Pair-Share in teaching reading comprehension of analytical exposition text at Eleventh-grade students at SMA MATHLAUL ANWAR Margahayu, in that things that it can make students active, enjoy, and intensify them to comprehend the text. Review of Literature Teaching Model in the teaching-learning process as a teacher needs a model to cover the approach, strategy, and method.

METHOD

Model is a system that used as teaching for teachers to teach. According to (Suprijono, 2009) said a model that supports guidelines for conducting curriculum, material, and provides instruction for teachers in teaching. Besides, he also said that added that the model asked for help for teachers to assist students in gathering information, facilitate their creativity, and also try their ideas".

In using cooperative learning methods, according to (Suprijono, 2009) "there are several models that can be used such as Jigsaw, Think-Pair-Share, Numbered Joint Head, Group Investigation, Two Permanent Two Strays, Do Matches, Listening Team, Inner Circle, Bamboo Dance, Point-Counter-Point, and Strength Two: One model that has been applied by many teachers around the world is the Think-Pair-Share model "

Think-Pair-Share is a learning model that was first proposed by Prof. Frank Lyman in 1981. Moreover, it has continuously developed by many scientists in the past few years. The necessary foundation of this learning is to increase the activity of students when studying in the classroom by discussing with classmates. Besides, the teaching and learning process shall be more attractive to students and give their enthusiasm for learning. Such learning is expected to supply the right effect for students in receiving the material provided by the teacher.

Think-pair-share (TPS) model consists of some required steps: (Shoimin, 2014), states that there are three steps in the Think-Pair-Share model they are:

1. Think the enforcement of TPS learning begins with thinking on solving a problem. The stage of thinking necessitates students to be more diligent in learning and actively look for references to make it easier to solve problems or problems given by the teacher.

2. **Pair** After starting with thinking, the students are then requested to converse about the results of the conversation in pairs. The discussion stage is how to unite the opinions of each student in order to deepen their knowledge. Discussion can encourage students to actively express opinions and listen to the opinions of others in the group and be able to work together with others.
3. **Share** After discussing the results of their thoughts, the existing pairs of students are asked to share the results of the thoughts that have discussed with their partners to the whole class. The sharing stage requires students to express their opinions responsibly, and be able to work with others.

Think-Pair-Share has many benefits, such as students can be helped to gain an intensify in their cumulative abilities with this Think-Pair-Share method; this is encouraged by directing students to the “share” stage. Where students share information or discuss with classmates, moreover besides this model can hone their reading comprehension skills. They are allowed to help each other in learning activities, and that can encourage the class to be active. Some of the benefits of the Think-Pair-Share model are as follows:

1. Students become active-minded
2. More critical trainers about learning material
3. Trainers become more critical about his students
4. Have a better opportunity to discuss and identify topics
5. Many students enjoy learning activities because they can discuss when they encounter difficulties
6. No special equipment needed in this strategy, so it can be easy to understand the lesson
7. Building on the ideas of others and enthusiasm skill for students to learn

Reading comprehension is a thinking process to evaluate, judge, imagine, reason and solve the problem during reading activity with the activation of prior background knowledge, active engagement to the content and metacognition. In another word, reading comprehension is about guessing or grasping meanings from the text. Other experts mention some elements that influence reading comprehension.

(Yanoff, Duesbery, Alonjo, & Tindal, 2005) stated that reading comprehension achieved by the involvement as follows:

1. Characteristics of the reader; such as prior knowledge and working memory.
2. Language process such as; necessary reading skills, decoding, vocabulary, sensitivity to text structure, and inferencing.
3. Motivation
4. Effective use of strategic processes; such as metacognition and comprehension monitoring.

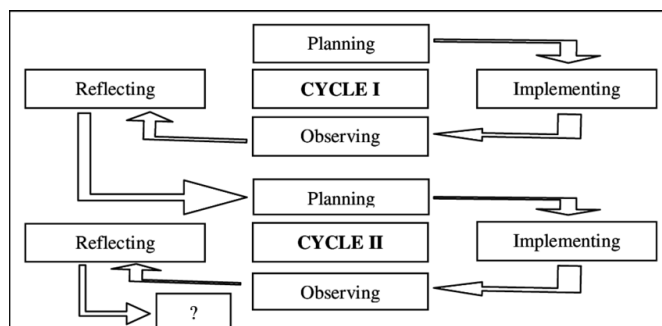
From this explanation, to achieve the reader’s comprehension, the teacher should allow the strategies of reading comprehension.

RESULTS AND DISCUSSION

Results

The research method used in this study is Classroom Action Research (CAR) because this research improves the quality of teaching and learning activities. This research consists of two cycles, and each cycle divided into four steps, namely: planning, action, treatment, and final reflection.

Figure 1. Model of Classroom Action Research



The subject of the research is the Eleven grade of SMA Mathlaul Anwar. The number of students is 30, which consist of 12 male students and 18 female students. The instrument used in this research is a test. The purpose of using a reading test an instrument is to get the score after reading the analytical exposition text. Moreover, it will interpret the comprehension of the students in reading analytical exposition text.

In assessing a student's reading comprehension skills, the researcher gave multiple-choice tests in each cycle. Then the results are analysed using analysis techniques. That is to find out whether the student's success in understanding the material that has studied before. Furthermore, to know the students score, the students answer is measured by the formula as follows :

$$S = \frac{CA}{TA} \times 100$$

Note: S = Score

CA = Correct Answer

TA = Total Answer

The minimum mastery criteria (KKM) is 70 so that the students can declare that they are successful when they get a score of 70 or more. Findings After analysing the data, the results were as follows:

Pre-Cycle

- The teachers of SMA Mathlaul Anwar still implemented a teacher-centred approach, so that the teacher mostly dominates the teaching-learning process.
- The students still did not know about any teaching model, mainly in collaborative learning.
- The student's score was only 68. Even though their average score has already passed the KKM (70), it was not entirely satisfactory.

In practice, there are still many student's who have not been able to use the Think-Pair-Share model in learning activities, and this makes it difficult for them to facilitate the teaching provided by the researchers. Besides, they are still not maximal in participating in learning

activities using the Think-Pair-Share model. However, researchers are trying to motivate them to learn enthusiastically. The students are allowed to give each other opinions with their classmates so that they enjoy chasing activities.

After analysing the data, the results of the students by KKM increased. That can see from the presentation of 60% of the total number of student's. Also, the average score of student's increased from 68 in the first cycle to 71 in the second cycle.

Cycle II

- Students begin to get used to approved models, and they can more easily climb us the Think-Pair-Share model.
- Paired and Share instructions make the students more interested and actively participate in sharing their opinions and ideas.
- In the second cycle, the number of students who passed the KKM has increased; the percentage becomes 75% of the total number of student's.

Table 1:
The Students' Improvement

	Pre-Cycle	Cycle I	Cycle II	Improvement
Number of students	30 students	30 students	30 students	-
Students who pass the minimum mastery criteria (KKM)	15 students or 50 %	19 students or 60 %	24 students or 75 %	27 %
Mean score	68	71	75	9

Discussion

Based on the data analysis, it can conclude, that there were new problems to discuss, such as the weaknesses during the process and how to solve them and the factors which made the implementation of Think-Pair-Share model successful. At the first time, the students were not familiar with the model implemented by the researchers, and it made them not enthusiasm and confused. Even though the researchers have already explained the steps and information about the activities they would do, some of them still got difficulties to interpret it. There was some problem met by the researcher during the implementation of think-pair-share in teaching reading comprehension on analytical exposition text.

Based on the observation of the students. First, the students have low confidence in practising English, and most students lack vocabulary, lazy to open a dictionary, and hard to learn alone. To increase students motivation for learning English, the teacher gives motivation to students in order to speak up in the class with their pair and say to the students do not worry if they make mistakes. Using this strategy, students prefer to reading together with their pair, open dictionary to comprehend the text and open discussion.

The Think-Pair-Share strategy implements in the process of teaching reading comprehension on analytical exposition text. The model made students interested in reading, comprehend the text, and share with their friends. As we know, not all students have the same skills and knowledge, with think-pair-share students can learn together and open opportunities to more comprehending their lesson. However, even though there were some problems faced by the researcher and the students, this research was already successful.

The success of applying the Think-Pair-Share model is following the idea of (Kagan, S. & Kagan, 2009) which states that the Think-Pair-Share model has benefits namely: students are more active in discussing and reflecting on their partners or classmates; more student is like to discuss with their partners or with large groups. That opens up the lucky chance to listen to each other and respond to improve their ability to understand. Moreover, learning in pairs permitting students to think and share their ideas. This strategy also provides opportunities for students to help each other to learn in the class — respect and solidarity with others.

In the next step (sharing step), some students shared their opinion to the rest of the class, while the others gave their opinion or suggestion. By sharing the ideas, the students got new knowledge that it had not discovered before, and it was important not only for slow students but also the fast learners". However, the implementation of Think-Pair-Share model gave benefits not only to the students but also to the teacher.

With the Think-Pair-Share model, students spend more time working on assignments and discussing each other. This learning model of Think-Pair-Share is a teacher to facilitate and motivate students and does not fully explain all the material for students. Besides, with even a large class the teacher can still handle it because with this method the students themselves must be active by the teacher

Learning methods as possessed by cooperative learning steps, These steps, in fact, have almost the same steps or elements of cooperative learning, which are presented that where cooperative learning is a learning method with training involving students who work to achieve common goals with positive activities, interrelated, individual accountability, interaction face-to-face promotion, proper use of collaborative skills, and group preparation.

CONCLUSION

The goal of this research to encourage all the High School students at SMA MATHLAUL ANWAR in understanding analytical exposition text use the Think-Pair-Share learning model. From the results of this study, the writer can deduce that students could rectify their reading comprehension skills in analytical exposition text after they implement the Think-Pair-Share model. That can see from the increase in their average score from 68 to 75 after implementing Think-Pair-Share.

However, this model requires a patient teacher who cares for students who have needed more attention. When the teacher was teaching in the class consisting of 30-65 students, it will make it difficult for the teacher to convey the material directly to the students, while the Think-Pair-Share has the concept of students centred. So the students should be active, and the teacher as the instructor of learning, should be more critical. Therefore, Think-Pair-Share can be made a solution by applying it in the class.

Based on the result of this research, the writer proposed some suggestion as follows :

1. For the teacher

Considering the strategy, the researcher suggests that the English teacher apply think-pair-share strategy as one of the strategies in teaching reading comprehension on analytical exposition text because it can help students to be active learning, especially in reading comprehension. By implementing the Think-Pair-Share strategy, the students interested in reading the lesson, they follow the class and comfortable in learning with their friend.

2. For the students

Considering the model is sufficient, the writer suggests the students be active in the classroom activities, especially in reading comprehension. The students can use think-pair-share strategy as one of the strategies in doing reading comprehension. Do not be lazy to learn and reading in your free time, and you can share your comprehension about the text with your friends that is more interest.

3. For the researcher

The writer used think-pair-share and discovery learning in teaching reading comprehension on the descriptive text to know the comparison between us. Furthermore, the researcher adopts the strategy on the level of students in junior high school. They can apply another kind of texts, for examples, narrative, recount, report text, etc.

ACKNOWLEDGMENTS

Praise be to the Allah SWT who has provided us with health and fluency in completing this article. Prayers and greetings may be address to the prophet Muhammad SAW. We as a result of this, express our gratitude to IKIP SILIWANGI BANDUNG and all lecturers, especially to our supervisors: DR. H. Odo Fadloeli, M.A. Who have provided guidance and direction in compiling this journal. We also thanks to SMA MATHLAUL ANWAR MARGAHAYU for permitting to conduct research. For both of our parents, who always provide support, also for all partners and friends who have given our attention to us.

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