THE EFFECT OF THINK-PAIR-SHARE (TPS) STRATEGY IN READING COMPREHENSION BY ENGLISH DEPARTMENT STUDENTS AT FKIP UNIVERSITAS HKBP NOMMENSEN PEMATANGSIANTAR

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Abstrak: penelitian in bertujuan untuk mengaji efek Think-Pare-Share strategi pada mahasiswa bahasa Inggeris di FKIP Universitas HKBP Nommensen Pematangsiantar. Subjek penelitian terdiridari 30 orang mahsiswa pada kelas experiment dan begitu juga pada kelas kontrol. Penelitian ini mengalisis data dengan mengaplikasikan metode quantitative karena data analisis berhubungan dengan angka yang dalam hal ini disebut dengan skormahasiswa.Penelitian ini dilakukan pada mahasiswa semester tiga tahun akademik 2014-2015 sebagai populasi dan sebagai sample adalah kelas A and B. Berdasarkan hasil analisis data, peneliti menguraikan temuan bahwa TPS memiliki efek terhadap pemahaman bacaan oleh mahasiswa. Temuan penelitian menunjukkan bahwa rata-rata skor dikelas experiment lebih tinggi dibanding rata-rata skor di kelas kontrol. Skor rata-rata di kleas eksperimen adalah 41,73 sementara di kelas control adalah 11, 34. terdapat 28 mahasiswa yang memeroleh rata-rata skortertinggi di kelas eksperimen yaitu55. 65 or 93% sementara rata-rata sko rtertinggi di kelas control adalah diperoleh 25 mahasiswa yaitu 41, 34 atau 83%.

Kata kunci: *efek, Think-Pare-Share, strategi, pemahaman bacaan.*

Abstract: this research intends to investigate the effect of Think-Pare-Share (TPS) strategy in reading comprehension by the third semester of English Department Students at FKIP Universitas HKBP NommensenPematangsiantar. The subjects of the research are 30 students as experiment and control group. This research applies quantitative research method in analyzing the data which refers to the number in the form of students' value as the measurement of students'reading comprehension. This research conducted into the third semester at academic year 2014-2015 as the population and the sample is class A and B. based on the data analysis, the researcher finds out the effect of TPS strategy in students' reading comprehension by these research findings show that the mean of students' score in experiment class is 41,73 than in control class is 11, 34. There are 28 students who get the highest score in experiment class. They get the mean score more than 55. 65 or 93% students get high score while in control class there are 25 students who get the 41, 34 mean score or 83% as the highest score.

Keywords: *effect, Think-Pare-Share, strategy, reading comprehension,*

INTRODUCTION

Reading is one of the human being activities that easy to do. It is meant that reading can be done any time in everywhere. The easy to be done is not meant as easy to be understood. Some time catching the meaning of the text is not easy. When somebody read the text, it is

not only to pronounce the words involved in the text itself. Meanwhile reading is thinking and understanding and getting at the meaning behind a text (Seravallo 2010:43). Based onKamil (2003:6) reading understands written texts. Additionally, McNamara (2006:4) inserts that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.Reading is a complex behavior which involves conscious and unconscious use of the meaning, which the writer is assumed to have intended.

Understanding the text is achieved by the purpose of obtaining information of some topics, obtaining instructions on how to perform some task for our work or daily life, acting in a play, keeping in touch with friends by correspondence, knowing where and when something will take place or what is available, knowing what is happening or has happened (Nunan, 2003:251). Doing these purposes in reading the text it means by comprehending of the text. In another terms it is called as reading comprehension. Reading comprehension is the ability to take information from written text and do something with in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. It illustrates how readers can show they understand what they read.According to Kamil (2003:6) Comprehension is the process of making sense of words, sentences and connected text.

In comprehending the English text as the second language (ESL) there are always possibilities for the learners get difficulties since it would be a long and complex undertaking. To solve the problem, Think-Pair-Share is a part of Co-operative Learning Teaching strategy which is one of possible that can be applied by the learners. Co-operative learning was designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups. Cooperative learning refers to a variety of teaching methods in which students work in small groups to help each other in learning the subject matter. cooperative in class, students are expected to help each other, discuss and give argument with each other, to hone the skills that they possess at the time and close the gaps in their understanding (Brown 2003:50).

Think-Pair-Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. When teachers deliver lessons to the classroom, the students sit in pairs with each team. The teacher asks the class and students are asked to think of an answer of their own, then pair up with a partner to reach an agreement on an answer. Finally, the teacher asks the students to share their answers that they agree with the whole class (Slavin, 2005).

Think-Pair-Share is technique with great and its result in increased students participation and improved retention of information. Istarani(2011:67) says that Think-Pair-Share is a three-step structure in which students**"think"** individually about the question posed by the teacher (step1), **"pair"** up with a neighboring student and discuss their ideas together (step2), and **"share"** the ideas discussed in pairs with the entire class (step3). The ideas are to get you all to think the concepts that think the speakers' think. Think-Pair-Share could be prepared to recent topic.

Furthermore, Slavin(2005:56) explain that this activity preferably one demanding analysis evaluation or synthesis and gives students thirty seconds or more to think through appropriate response **(think)**. This time can also be spent writing the responses. After this "wait team", students then return to partners and share their immediate feedback on their ideas **(pair)**. During the third and last stage, students responses can be shared within learning teams, with larger groups or with the entire class during a follow-up discussion **(share)**. The job of the group should be clearly expressed (Slavin: 1995).

The excess of the learning model and Think Pair Share are (1) Can increase the reasoning power of students, the students'

critical, students' imagination and the analysis of student's to a problem (2) Promote cooperation among the students as they work in groups (3) Improve the ability of students to understand and appreciate other people's options (4) Improve students' ability to express opinion as implementation science (5) The teachers more likely to add knowledge of the students' when they are completed discussion.With all these potential advantages, Lie (2002:56) says that learner confidence improves and all students are given a way to participate in class. In another words,Aqib (2013:24) said Think-Pair and Share designed to build students' interaction in reading comprehension.

RESEARCH METHOD

To increase the learners' comprehension in reading English text, the researcher applied Think-Pare-Share strategy for a certain class which is known as experimental class. The learners' achievement of the reading comprehension test is compared with the conventional strategy in another class. It purposed to find out the effect of Think-Pare-Share strategy. To process the data, the researcher decides to apply quantitative research method. The learners' achievement is performed in the form of number which is known as learners' value (Arikunto, 2010).

The population of the research is the English Department of FKIP Universitas HKBP NommensenPematangsiantar. They are registered at the third semester students in academic year of 2014-2015. They are tested on reading comprehension of English text. The students consist of ten parallel classes as the member of population, class A and B as the sample group simply to respond the given description by the lecturer of reading III subject. Class A takes place as control class and Class B as experimental class.Every class seems to have similar characteristic in passing kinds of lectures. On the day of the test every class consist of 30 students who complete the test.

Table 1:
Method of Research

Group	Test I	Treatment	Test II
A	Pre-test	Think-Pair-Share Technique	Post-test
B	Pre-Test	Conventional Technique	Post-Test

Note;
A= Experimental Group
B= Control Group

Name	Number of item									Total	
	1	2	3	4	5	6	7	8	…	true	false
Xy	0	1	0	0	0	0	1	1		5	3
Xp	1	0	0	0	1	1	1	0		4	4

To find out whether there is significant effect of Think-Pare-Share (TPS) Strategy in reading comprehension by the learners, the researcher comparing the correct answer of the items with the learners' work. All the students correct answer then counted to know how significant the TPS strategy is. They are identified on each items test as follows:

Table 2
Learners' score test

To find out the significant effect of TPS in reading comprehension produced by learners, the researcher counted the students' achievement by t-test formula based on Arikunto (2010:354) to analyzing the data. The formula of the t-test will be described as follow:

$$ t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} $$

Note:
Mx   = Mean of experimental group
My   = Mean of control group
Dx^2= Standard deviation of experimental group
Dy^2= Standard deviation of control group
N_x =   Total   sample   of experimental group
N_y = Total number of control group

DISCUSSION

Data analysis aimed at finding the effect of TPS is conducted quantitatively. The researcher conducts some activities as follows:

Table 3
The score of Pre-test and Post-test of Experimental class

No	Name	Pre-Test (x)	Post Test (y)	X²	Y²	xy
1	Adrian	48	72	2304	5184	3456
2	Aldi	32	68	1024	4624	2176
3	Atika	32	56	1024	3136	1792
4	Citra	64	96	4096	9216	6144
5	Dhea	48	84	2304	7056	4032
6	Dicky	40	76	1600	5776	3040
7	Doni	40	88	1600	7744	3520
8	Engjeli	32	72	1024	5184	2304
9	Febi	44	76	1936	5776	3344
10	Febri	36	84	1296	7056	3024
11	Hanna	52	100	2704	10000	5200
12	Hendra	68	92	4624	8464	6256
13	Henny	28	56	784	3136	1568
14	Jaya Sitorus	40	76	1600	5776	3040
15	Jelita	20	56	400	3136	1120
16	Jonny Sirait	68	92	4624	8464	6256
17	Muhammad	24	68	576	4624	1632
18	Nursakinah	56	76	3136	5776	4256
19	Paisal	48	80	2304	6400	3840
20	Preddy	48	92	2304	8464	4416
21	Rahmah	60	80	3600	6400	4800
22	Rinaldy	52	72	2704	5184	3744
23	Ririn	20	80	400	6400	1600
24	Riska	28	72	784	5184	2016
25	Ruth	56	76	3136	5776	4256
26	Tiwi	40	76	1600	5776	3040
27	Umar	44	84	1936	7056	3696
28	Very	32	88	1024	7744	2816
29	Yudika	20	48	400	2304	960
30	Yusnita	32	48	1024	1024	2304
N =30	Total	$\sum X$ = 1252	$\sum Y$ = 2284	$\sum X^2$ = 57872	$\sum Y^2$ = 179120	$\sum XY$ = 98880

The list of value of pre-test and post test of experimental class in the table above showed that the lowest score of the pre-test is 20 and the highest is 68, while the lowest score in post-test is 48 and the highest is 100. After listing the name and the score, the researcher calculated the sum of all pre-test and post-test scores'. The result showed that the sum of the pre-test ($\sum X$) is 1252 while the sum of post-test ($\sum Y$) is 2284. Then the result showed that the sum of X^2 ($\sum X^2$) is 57872 and sum of Y^2 ($\sum Y^2$) is 179120. While, the sum of multiplication of X and Y ($\sum XY$) is 98880. The data showed that ability of the students in post-test is more increase than in pre-test.

Table 4
The students' score in Pre-test and Post-test in Control class

No	Name	Pre-Test X	Post-Test Y	X²	Y²	XY
1	Agus	20	44	400	1936	880
2	Andri	28	48	784	2304	1344
3	Anggreini	28	48	784	2304	1344
4	Artika	44	44	1936	1936	1936
5	Bagus	16	40	256	1600	640
6	Baito	32	64	1024	4094	2048
7	Benget	44	60	1936	3600	2640
8	Benny	36	56	1296	3136	2016
9	Bintang	20	44	400	1936	880
10	DaudMalau	20	68	400	4624	1360
11	David	28	84	784	7056	2352
12	EnjiSihite	16	40	256	1600	640
13	Eswindo	32	52	1024	2704	1664
14	Ester	48	52	2304	2704	2496
15	Hasren	52	60	2704	3600	3120
16	Indah	20	36	400	1296	720
17	Jelita	36	68	1296	4624	2448
18	Jesika	20	40	400	1600	800
19	John	20	28	400	784	560
20	Jonfri	32	48	1024	2304	1536
21	Kelvin	36	44	1296	1936	1584
22	Lidia	16	40	256	1600	640
23	Michael	40	52	1600	2704	2080
24	Mutiara	20	52	400	2704	1040
25	Putra	48	48	2304	2304	2304
26	Putra S.	52	60	2704	3600	3120
27	Rifka	28	52	784	2704	1456
28	Setia	20	40	400	1600	800

29	Wantri	20	24	400	576	480
30	Yohannes	28	44	784	1936	1232
N=30	Score	$\sum$X = 900	$\sum$Y= 1480	$\sum$X ^{2} = 30736	$\sum$Y^2 = 77408	$\sum$X Y= 46160

The list of the value of pre-test and post test of experimental class in the table above shows that the lowest score of the pre-test is 16 and the highest is 52, while the lowest score in post-test is 24 and the highest is 68. After listing the name and the score, the researcher calculated the sum of all pre-test and post-test scores'. The result showed that the sum of the pre-test ($\sum$ X) is 900 while the sum of post-test. Then the result showed that the sum of X^2 ($\sum X^2$) is 30736 and sum of Y^2 ($\sum Y^2$) is 77408. While, the sum of multiplication of X and Y ($\sum XY$) is 46160. The data showed that ability of the students in post-test in more increase than in pre-test.

The Level of the Student's Ability

In order to find out the level of ability of the students, the writer should find out the mean and standard deviation firstly. Mean is computed by adding a list scores and dividing by the number of the scores. Standard deviation is a measure of the spread of the score.

Mean and Standard Deviation of Experimental and Control Class.

$$\text{Mean } (\bar{x}) = \frac{\sum x_i}{n}$$

Note:

$\bar{x}$ = the means

$\sum x_i$ = the sum of pre- scores of both groups

n = number of sample

The formula to get the Standard Deviation is:

$$S = \sqrt{\frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}}$$

Note:
S = standard deviation
n = number of sample in X_1 of X_2
$\sum x_i$ = the sun of the score X

From the table 1 it can be calculated that Mean and Standard Deviation of experimental class as follows:

n = 30

x = 1252

a. Mean

$$(\bar{x}) = \frac{\sum x_i}{n}$$

$$= \frac{1252}{30}$$

$$= 41{,}73$$

Based on the calculating above, the writer got the mean of experimental group was 41,73. Then the writer calculated the mean of control group with the same formula.

b. Standard Deviation

$$S = \sqrt{\frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}}$$

$$= \sqrt{\frac{30.57872 - (1252)^2}{30(30-1)}}$$

$$= \sqrt{\frac{1736160 - 1567504}{(30)(29)}}$$

$$= \sqrt{\frac{168656}{870}}$$

$$= \sqrt{193{,}85}$$

$$= 13{,}92$$

Based on the calculating above, the writer got the standard deviation of experimental group was 13,92. Then the writer calculated the standard deviation of control group with the same formula.

Table 5
The criteria level of student's ability in experimental class

	The Criteria
High	$(\bar{x}) + S$ 41,73 + 13,92 = 55,65
Medium	$(\bar{x}) - S$ $\leftrightarrow (\bar{x}) + S$ 41,73 – 13,92 ↔ 41,73 + 13,92 27,81 ↔ 55,65
Low	$\bar{x} - S$ 41,73 – 13,92 27,81

Mean $\quad : \bar{x} = 41{,}73$

Standard Deviation (S) = 13,92

To find out the percentage of criteria level ability of the students, the formula is:

$P = \dfrac{f}{N} \times 100\%$

Note: $\quad$ P = percentage

f = frequency number of the students

N = total number of sample

Table 6
The level of students' ability in experiment class.

Level Ability	The Criteria	Frequency number of the students	Perc
Highest	More than 55,65	28	93%
Medium	Between 27.81-55,65	2	06%
Lowest	Lest than 27,81	-	-
Total	30	100%	

From the data above it can be seen that the ability of the students is in highest level in the which the students who get more than 55,65 are 28 students. The students who are at medium level with score between 27,81-55,65 are 2 students and none of them in lowest level.

Mean and Standard Deviation of Control Class

From the table 2 it can be seen that Mean and Standard Deviation of control class by the number of subject is 30 (n = 30) and total value of pre-test is 900 (X = 900) as follows; (a) mean is 30 and standard deviation is 11,34

Table 7
The criteria level of student's ability in control class

Level Ability	The Criteria
High	$(\bar{x}) + S$ 30 + 11,34 = 41,34
Medium	$(\bar{x}) - S$ $\leftrightarrow (\bar{x}) + S$ 30 − 11,34 ↔ 30 + 11,34 18,66 ↔ 41,34
Low	$(\bar{x}) - S$ 30 − 11,34 18,66

Mean $(\bar{x})$ = 30
Standard Deviation (S) = 11,34

Table 8
The level of students' ability in control group

Level	The Criteria	Frequency number of the students	Percentage
Highest	More than 41,34	25	83%
Medium	Between 18,66-41,34	5	16%
Lowest	Lest than 18,66	-	-
Total	30	100%	

From the data above it can be seen that the highest students' abilitywho get more than 41,34 are 25 students. The students who are at medium level with score between 18,66-41,34 are 5 students and none of them in lowest level.

CONCLUSSION

After analyzing the data to find out the effect of TPS in reading comprehension, the researcher get conclusion as follows:

1. The learners felt more enjoyable and interested in learning reading comprehension by using Think-Pair-Share strategy. It is showed by their enthusiasm while the researcher applies this technique for them.

2. Think-Pare-Share strategy is suitable to apply in teaching reading because it can improve the students' achievement in reading comprehension.

3. Teaching reading comprehension by using Think-Pair-Share strategy is significantly effects than by using Conventional Method. It is proven based on the mean of experiment group is higher than the mean of control group. The mean of students' score in

experiment class is 41,73 than in control class is 11, 34. There are 28 students who get the highest score in experiment class. They get the mean score more than 55. 65 or 93% students get high score while in control class there are 25 students who get the 41, 34 mean score or 83% as the highest score.

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