

## The Use of Think-Pair-Share Technique to Improve Students' Reading Comprehension of Explanation Text

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*Received: 5 May 2020*  
*Reviewed: 7 May 2020*  
*Accepted: 14 May 2020*

### Abstract

This study was conducted to improve students' reading comprehension on explanation text and students' participation during the teaching and learning process through the use of Think-Pair-Share technique at one of the high schools in Banyudono. When conducting this study, the researcher used Classroom Action Research as the method of the research. This study was conducted in two cycles. Each cycle consists of four phases: planning, acting, observing, and reflecting. The data of the study were obtained through observation, questionnaire, interview, field note, and test. The subjects of this study were 29 students of Class XI IPS 4. The result showed that there was an improvement in students' reading comprehension. It can be seen from the improvement of students' mean scores from 53 in the pre-test to 68.1 in the post-test 1 and 73.9 in the post-test 2. Furthermore, the result of observation showed that the class situation, including students' participation during the teaching and learning process, improved through the implementation of the Think-Pair-Share technique. It could be concluded that Think-Pair-Share can be used as an alternative strategy to improve students' reading comprehension and students' participation during teaching and learning process.

**Keywords:** reading; reading comprehension; Think-Pair-Share

### INTRODUCTION

In science, technology, and cultural fields, English is considered as an important language used as the tool to communicate and acquire information. Therefore, English has been incorporated into the curriculum so that English can be taught to the Indonesian students. Based on the 2013 Curriculum (Kurikulum 2013), teaching and learning English in high school should be stressed on the four language skills, namely listening, reading, speaking, and writing. As a part of language skills, reading plays an important role. Grabe & Stoller (2002, p. 9) stated that in reading activity, the reader

should be able to extract any information to catch the writer's purpose in writing the text and the message written in the text.

In the reading activity, the readers are expected to understand what they are reading. Therefore, understanding the content and message of the English text is not easy. The comprehension process is considered as a difficult activity. According to Brown (2004, p. 187-188), the macro skills of reading are identifying communicative functions of the text, inferring context, identifying the main idea, supporting ideas, new information, given information, generalization, distinguishing between actual and implied meaning, detecting references, and guessing the meaning of words. Furthermore, based on the 2013 curriculum about the Standard of Competence of English learning, students are required by the curriculum to be able to distinguish the social functions, text structure, and language elements of some texts, such as explanation text, which is the focus of this study.

Based on the observation at one of the high schools in Banyudono, the researcher found some problems related to the students' ability to comprehend English text. The problems are as follows: (1) Students had difficulty in identifying the main idea of the text. (2) Students had problems in identifying the communicative purpose of the text. (3) Students had difficulty in identifying the specific information from the text. (4) Students had difficulty in finding the meaning of new vocabularies. (6) Students had difficulty in identifying the reference of some words in the text. Furthermore, during the process of teaching reading, the class situation is not suitable for learning activities. Most of the students were passive during the class, and they did not pay much attention to the teacher's explanation.

To solve the problems, the researcher attempts to apply a technique that may be effective in improving students' reading comprehension. One of the strategies that can be applied in teaching reading is cooperative learning. In this study, the researcher decided to use Think-Pair-Share (TPS) as a technique. Lyman and Kagan developed this technique, which provides students with a clear focus and time to formulate individual ideas and share the idea with other students. Think-Pair-Share (TPS) is one of the alternative techniques for the teacher to improve students' reading comprehension and students' participation during the teaching and learning process.

## **LITERATURE REVIEW**

### **Reading Skill**

Wallace (1996, p. 4) stated that reading is a process of reacting to a written text as a tool to communicate between the writer and reader. Meanwhile, according to Nunan (1989, p. 33), reading is a process of interpreting written symbols, working from smaller to larger units. Reading is the activity that requires comprehension, fluency, and recognition of words to understand all of the information written on the page. It requires the ability to comprehend the information written on the text accurately.

### **Reading Comprehension**

Reading comprehension is a process that requires many abilities. Snow (2002, p. 11) stated that reading comprehension can be explained as the process of extracting and constructing meaning through engagement and interaction with written symbols. The readers are expected to be able to extract any information through the reading process using comprehension skills. However, the success of reading depends on the reader's capability to relate the text with their background knowledge and their capability in language acquisitions. Edmonds (2002, p. 1) states that to maintain the successful reading process, students should be able to comprehend the text, meaning that the students must understand the meaning from the written text.

### **Think-Pair-Share**

According to Lyman (1981, p. 19), Think-Pair-Share is a collaborative discussion mode that has three stages to the process, in which students think about some questions or issues to formulate their thinking. They can also talk with each other in pairs or small group, and share their discussion in class. It is a technique that is effective that can be used in any size of the class. Through the use of Think-Pair-Share technique, students are able to formulate their individual thinking during the Think stage, discuss and exchange their opinion and ideas with others during the Pair stage, and share their ideas with the whole class during the Share stage so that the students can actively engage in the learning process.

Furthermore, Lyman (1981) delivers the advantages and disadvantages of this technique. They are as follows: 1) Think-Pair-Share provides the opportunity for both student and teacher to learn more independently and to work in a group. 2) With the use of Think-Pair-Share, the teacher can save a lot of time during the process because this technique does not need much preparation. 3) This technique makes discussion sessions more effective because all of the students had an opportunity to formulate their thoughts before delivering the answers to the class. 4) This collaborative learning mode allows the students to learn from their partner and gain more confidence when reporting their answers.

In spite of the advantages, this technique also has some disadvantages. They are as follows: 1) Implementing this technique will be complicating and time-consuming if the system does not run well. During the implementation of this technique, the teacher should create a good class condition and set the rule before conducting the activity to manage the students. 2) The information exchanged between the students is limited to what their partners know. 3) During the process, there might be domination of certain students as students with a higher level of knowledge have more ideas in their minds than the lower ones. So, they might have more chances to deliver their ideas.

Another study related to the application of Think-Pair-Share has been conducted by Sugiarto and Sumarsono (2014) entitled *The Implementation of Think-Pair-Share Model to Improve Students' Reading Ability in Reading Narrative Texts*. The subject of this study was eight grade students of SMP Negeri 4 Ampelgading Satu Atap. This study applied to Classroom Action Research. The finding of this research was that the students'

ability in reading narrative texts improved after the implementation of the Think-Pair-Share model. The finding of this research revealed that the students' mean score improved from 71 in the pre-test to 74 after cycle 1 and 80 after cycle 2.

Besides, research by Maulida (2017) explored the use of Think-Pair-Share technique during the teaching and learning process of reading comprehension by English teachers in vocational high school Randudongkal in the academic year of 2016/2017. The result indicated that this technique is beneficial for the teacher to encourage the students to be more active during the learning process. Moreover, based on the study, the Think-Pair-Share technique could help the teachers in teaching reading comprehension.

## RESEARCH METHOD

This research is classified as Classroom Action Research. The design of classroom action research used in this study is a cyclical process by Kemmis and McTaggart that consists of four stages: plan, action, observe, and reflect. The subject of this study is class XI IPS 4 of one of the Senior high schools in Banyudono in the academic year of 2018/2019. This class consists of 29 students: 15 boys and 14 girls.

The data were collected through quantitative and qualitative data. The quantitative data were collected from the reading comprehension test. The test was made based on the syllabus of the school consisting of 40 multiple-choice items about explanation text. The qualitative data were collected through questionnaires, interviews, field notes, and observation. The qualitative data were analyzed using the method by McKernan (1996), which consists of five stages to the process: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were calculated with the formula as follows:

$$M = \frac{\sum X}{N}$$

Where: M: Mean

$\sum M$ : Sum of score

N: Sum of individuals

## RESEARCH FINDINGS AND DISCUSSIONS

The first finding from pre-research observation showed that the main problems are the students' low abilities to comprehend English text. There were some problems related to students' ability to comprehend English text. They are as follows: (1) Students had difficulties in identify the communicative purpose of the text, (2) Students had difficulties to identify the main idea of English text, (3) Students had difficulty in identifying specific information from the text, (4) Students got difficulty to infer the meaning of words, (5) Students got difficulty to infer the reference of some words. It can be seen from the result of observation on students' attitudes towards the teaching-learning process, which is concluded in Table 1.

Table 1. Situation on Pre-Research

No	Indicators of Reading Comprehension	Situation on Pre-Research
1.	Communicative purpose	Students had difficulty to infer the communicative purpose of the text
2.	Main idea	Students had difficulty in identifying the main idea of the text When the teacher asked students to identify the main idea. Students were silent because they could not find the main idea of the text
3.	Specific information	Students had difficulty in finding specific information from the text. They had difficulties answering some questions related to specific information from the text. When the teacher asked students to report their answer, most of the students were silent because they did not know how to answer the question
4.	Meaning of words	Most of the students could not comprehend the text because they lack vocabulary. They had difficulty to find the meaning of new vocabularies in English text and cannot infer the meaning of the word.
5.	Reference	The teacher did not ask about references

The second result revealed that the students' reading comprehension ability improved after the implementation of Think-Pair-Share technique in Cycle 1. During this cycle, the researcher conducted three meetings. The result of the observation can be explained as follows:

#### 1. First meeting

During the first meeting, students still felt shy and afraid to ask questions and share their ideas. In the *Think* stage, some students tried to copy their friends' answers because they did not feel confident about their answers. So the researcher reminded the students that they have *Pair* sessions when they can exchange ideas with their friends. Moreover, in the *Share* stage, students tend to be passive when the teacher asked students to deliver their feedback or response to the pair that were presenting their work.

#### 2. Second meeting

In the *Think* stage, students individually answered the task without asking their friends. When the researcher conducted the *Pair* stage, the numbers of the students that actively discussed their work with their pair increased from the previous meeting. During the *Share* stage, two pairs voluntarily report their discussion. However, some students were still shy and afraid when they were asked to respond to the pair that presented their discussion. So, the researcher had to invite their names to share their opinion.

#### 3. Third meeting

The researcher conducted post-test 1. Before conducting post-test 1, the researcher began the activity with a question and answer session about the material. Fortunately,

the students' responses were really good at this meeting. They started to ask some questions related to the content so that they can understand the material better.

From the data observation in the first cycle, the researcher found that think-pair-share can enhance students' activeness and participation during the class. It could be seen during the Share stage, where students started to give responses to the group actively. The researcher also found that Think-Pair-Share technique improves students' reading comprehension ability. It can be seen from the improvement of students' mean score from 53 in the pre-test to 68.1 in the post-test 1.

During cycle 1, the students' motivation in learning improved after the implementation of Think-Pair-Share technique. Students paid more attention to the teacher's explanation and willingly did the assignments given by the teacher. However, some students were still passive in the teaching-learning process. Some students did not participate actively in the discussion during the lesson. They felt afraid to ask questions or share their ideas, especially when the researcher asked it voluntarily. During the Think stage, some students tended to make noise because they had no confidence in their answers, and they had difficulty understanding the text because they did not know the meaning of some words.

The researcher decided to do the next planning and conduct the next cycle to overcome the problems that appeared in cycle I. Cycle two consists of two meetings, and there will be a post-test at the end of the cycle. In this cycle, the researcher taught the same material of explanation text like the one in the first cycle. In cycle two, the researcher decided to use more Bahasa in explaining the text. After the researcher asked some students to read the text, she would explain the text using Bahasa before delivering the task so that the students would understand the text better. Also, in cycle two, the researcher decided to combine two pairs into one group during the discussion. Instead of discussing the questions in pairs, the students would discuss the questions in a small group during cycle two.

In the second cycle, the researcher conducted two meetings. The result of observation can be explained as follows:

1. First meeting

During the first meeting of cycle 2, students started to join the teaching and learning process actively, and they started to ask some questions when the researcher gave them the chance to ask. When the researcher asked some questions related to the material, students were active. They answered the questions well. In the Pair stage, students actively discussed their work, and the class condition could be controlled well. In the Share stage, when the researcher asked some groups to present their work, students voluntarily reported their work to the class. Three groups presented their work voluntarily, and a lot of students were active in giving feedback or questions during the end of the presentation.

2. Second meeting

The second meeting of this cycle was also going well. They were active during the questions and answer session. Almost all students still remembered the material for the

previous meetings. Students didn't feel afraid to ask or respond to the researcher. In the Pair stage, the class atmosphere was really good, students were busy discussing their answers, but the class situation was under control. In the Share stage, the researcher only invited two groups to present the task because there would be post-test 2 at the end of the class.

After the researcher observed and analyzed the result in cycle two, she found some differences between the result of the action in cycle one and cycle two. There were some positive results in cycle two. Some positive results were as follows: a) the students' participation during the teaching and learning process was improved. b) the passive students were getting more active in cycle two. Firstly, during the question and answer session, students paid a lot more attention in cycle two rather than in cycle one and they were getting more confident to raise their hand to ask some questions or to give answers, c) students were actively involved in discussion during pair stage, d) students were getting more confident to present their discussion in front of the class, e) the teacher could manage the class better than in the first cycle. In cycle two, the researcher could see the improvement of students' attitudes during the teaching and learning process and the improvement of students' ability to comprehend English text from the way students answer given questions and how students responded to their friends' ideas. The result of students' achievement can be seen in the Table 2:

Table 2. The Improvements after Action Research

Research Finding	Before Action Research	Cycle I	Cycle II
1. Students' Reading Comprehension Ability	a. Students had difficulty in identifying the meaning of words b. Students had difficulty in identifying references c. Students had difficulty in identifying explicit information d. Students had difficulty in identifying implicit information	a. Students were able to identify the main idea of English text b. Students were able to identify the communicative purpose of English text c. Students were able to identify explicit information d. Students were able to identify reference e. Students still had difficulty in identifying the	a. Students were able to identify the meaning of words b. Students were able to identify references c. Students were able to identify explicit information d. Students were able to identify implicit information e. Students were able to identify the main idea of the text

	e. Students had difficulty in identifying the main idea of explanation text	meaning of words	f. Students were able to identify the communicative purpose of the text
	f. Students had difficulty in identifying the communicative purpose	f. Students still had difficulty in identifying implicit information	
2. Class Situation	<p>a. The students were not interested in reading class. Most of the students were doing non-academic activities, such as talking with others and playing with their smartphones.</p> <p>b. There were only a few students who were active during the teaching and learning process. The students tended to be passive in the class, they just kept silent and were afraid to ask the teacher if they had difficulties in reading</p> <p>c. There is a dominant student in the class. Only one student answered the teacher's questions, and</p>	<p>a. The students were interested in reading class. they started to pay more attention to the teacher because the teacher applied a new technique in the teaching and learning process</p> <p>b. The students started to be more active. Not only the dominant student, but the other students also started to answer the teacher's questions.</p> <p>c. The students were still noisy in the teaching and learning process, especially when the teacher conducted the Think and Pair stage. Sometimes the students still talk with their friends about non-educational matters.</p>	<p>a. The students were more active during the teaching and learning process. A lot of students did not feel afraid anymore to answer the teacher's questions or to ask the teacher when they faced difficulties in learning the material.</p> <p>b. During the <i>Think</i> stage, students tended to be quiet and did the task individually.</p> <p>c. When the teacher conducts the <i>Pair</i> stage, the class situation is more conducive, and the teacher can control the class quite well.</p> <p>d. Students were more confident to present their discussion in front of the class. Some groups started to present their discussion in front of the class voluntarily.</p>



	the other students kept silent and afraid to answer the questions.	d. Although some students started to be more active during the teaching and learning process, they still tended to be passive or afraid when the teacher asked them to present their discussion in front of the class in the Share stage and during the question and answer session.	e. Some students seemed to be more confident in delivering their presentations in a group and delivering their feedback to the group who presented their work.
<b>Students' Mean Score</b>	<b>Pre-test: 53</b>	<b>Post-test I: 68.1</b>	<b>Post-test II: 73.9</b>

After doing the procedures of the action and analyzing the observation result, the writer found that the use of Think-Pair-Share technique improves students' reading comprehension. According to Robertson (2006), Think-Pair-Share is a technique that allows the learners to formulate their individual thoughts and exchange their thoughts with their partners. With Think-Pair-Share, students are given time to think their answers independently before the questions are answered by other peers, and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student. This, in turn, increases their sense of involvement in classroom learning. From the result of observation in the learning process, questionnaire, and interview at the end of the cycle, the research findings showed that There were significant improvements in indicators of reading comprehension such as (a) Identifying communicative purpose of the text, (b) Identifying main idea of the text, (c) Identifying explicit information of the text, (d) Identifying implicit information of the text, (e) Identifying meaning of the word, (f) Identifying reference of the text. It can be proved from the improvement of the mean score of pre-test, post-test I, and post-test II

Besides improving students' reading comprehension, the research findings showed that the implementation of Think-Pair-Share technique could also improve students' participation during the teaching and learning process. Lyman (1981) stated that Think-Pair-Share (TPS) is a multi-mode strategy developed to enhance students' participation in the teaching and learning process. With the implementation of Think-Pair-Share technique, students can develop their academic achievement, their confidence during the teaching and learning process, and also students' participation in

class through discussion activity. Students spend more time on tasks and listen to each other's ideas more when engaged in Think-Pair-Share activities. Before applying Think-Pair-Share technique, the class situation observed was not conducive for teaching and learning activity. Students tended to be passive when the teacher asked some questions related to the material. During the implementation of the Think-Pair-Share technique, the students started to pay attention to the teacher's explanation, especially when the teacher asked students to observe the picture or the text because after the teacher explained the material, the students were asked to do the task individually. Students were also more active during the discussion. They seemed to enjoy the learning process because they could share their answers before presenting the answers in front of the class.

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

The use of Think-Pair-Share technique can improve students' reading comprehension in reading explanation text. It could be seen from the result of students' mean score in the pre-test, post-test 1, and post-test 2. With the application of the Think-Pair-Share technique, the students' mean score improved from 53 in the pre-test to 68.1 in cycle one and improved to 73.9 in cycle two. Furthermore, Using Think-Pair-Share technique can improve students' participation during the teaching and learning process. It can be seen from how students behaved during the teaching and learning process. Students tended to be more confident to ask some questions and express their ideas. During the discussion session, most of the students were actively involved in the discussion.

This technique gives students the chance to work alone and in a group. In think-pair-share, the students had three sessions to solve the problems or to answer the questions in reading English text. First, the students had the chance to think or answer the task individually. Second, students can share and discuss their answers with a partner so they can exchange their opinion and ideas to get more understanding of the text. Third, students can share their solutions or ideas in front of the whole class, and they can get feedback or response from the other students and the teacher. This technique creates an environment during the teaching and learning process when the students can be more cooperative and communicative because when they share their ideas with others in the pair stage, they also build their communication.

Regarding the conclusions stated previously, the researcher would like to propose several suggestions as follows: (1) The teacher might ask the students to write down the unfamiliar word(s) before explaining the text. Then the teacher can explain the meaning of the word using Bahasa and give another example of sentences using those unfamiliar words to strengthen the students' comprehension of the meanings of the words in various contexts. (2) The teacher might give the students brainstorming first before they got the text. This activity can activate their background knowledge, which can help them in understanding the text better. The teacher may start by asking several questions related to the text to relate what they have already known to what they are going to read

and learn. (3) Students are expected to be more actively involved in the teaching and learning process and to be more confident to ask questions when they face some difficulties or share their ideas related to the material. It will help them to make a better understanding when they feel confident to ask about their difficulties. Through this research, it is hoped that teachers are motivated to implement various techniques in class to create more effective and successful learning. Many techniques can be used to improve the students' ability, especially in improving students' reading comprehension ability.

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