THE IMPLEMENTATION OF THINK PAIR SHARE MODEL IN INCREASING THE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT SMK NEGERI 1 KUTALIMBARU

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Abstract

This classroom action research was aimed to find out the implementation of Think Pair Share (TPS) Model on the students' ability at comprehending narrative text at SMK Negeri 1 Kutalimbaru. The subjects of this research were all the 2017-2018 year students in X-Mekatronik of SMK Negeri 1 Kutalimbaru as many as 36 students. It was conducted in two cycles, each of which conducted in two meetings. The instruments of data collection were interview guide, observation sheet, multiple choice tests and diary notes. Based on the interview and observation, it was found that the students were interested in the implementation of TPS in comprehending reading because they could learn together but kept being accountable individually to answer the teacher's questions. The students' test scores kept improving in every test. In pre test only 5.56% (2 students) got score > 69. In Cycle I test, 52.78 % (19 students) got score > 69. In Cycle II test, 80.56 % (29 students) got score > 69. The data was analyzed using t-test formula. It was found that t-count = 7.59 and t-table with the subjects (N= 36) and α = 0.05 is 2.03. It means that t-count is greater than t-table. Therefore, the implementation of TPS model was able to improve students' ability in comprehending narrative text at SMK Negeri 1 Kutalimbaru.

Keywords: Think Pair Share, Students' Ability, Comprehending Narrative Text

Abstrak

Penelitian tindakan kelas ini bertujuan untuk menemukan penerapan model Think Pair Share (TPS) terhadap kemampuan siswa dalam pemahaman teks Naratif di SMK Negeri 1 Kutalimbaru. Subjek penelitian seluruh siswa kelas X-Mekatronika SMK Negeri 1 Kutalimbaru berjumlah 36 orang. Penelitian ini dilaksanakan dalam 2 Siklus, masing-masing 2 pertemuan. Instrumen pengumpulan data terdiri dari panduan interviu, lembar observasi, tes pilihan berganda dan catatan haian. Berdasarkan hasil interviu dan observasi ditemukan bahwa siswa tertarik dengan penerapan model TPS dalam memahami bacaan teks Naratif karena mereka dapat belajar bersama tetapi secara individu dapat menjawab pertanyaan-pertanyaan guru. Skor tes meningkat pada setiap tes. Pada pre-tes hanya 5,56% (2 siswa) memperoleh skor > 69. Pada Siklus I, 52,78 % (19 siswa) memperoleh skor > 69. Pada Siklus II, 80,56 % (29 siswa) memperoleh skor > 69. Data dianalisis menggunakan formula t-tes. Ditemukan bahwa t-hitung = 7,59 and t-tabel dengan jumlah subjek (N= 36) and α = 0,05 adalah 2,03. Ini menunjukkan bahwa t-hitung lebih besar dari t-tabel. Oleh karena itu, penerapan model TPS dapat meningkatkan kemampuan siswa dalam memahami teks Naratif di SMK Negeri 1 Kutalimbaru.

Kata Kunci: Think Pair Share, *kemampuan siswa, pemahaman teks Naratif*

A. INTRODUCTION

English is taught covering four language skills: listening, speaking, reading, and writing. So, the learners should master the four skills. This study focuses on one of the skills that is reading comprehension. Reading is an important skill in language learning. It is a process to get sense from the word, phrases, clauses, sentences and texts.

By reading, the readers get much information, knowledge, a good reader should be able to understand what the text is about. The readers should also know everything around the world even though the readers do not go to that place directly. With the consideration of the important of reading, it is very essential for students to comprehend what they read. Reading should be given the greatest attention in any level of education. However, reading in this case is certainly followed by comprehension, so that they can comprehend the topic, main ideas and the important points stated in the text.

As in curriculum, one of reading standart competences for vocational school level is to comprehend the meaning of short functional texts and essays in the form of narrative, descriptive, and also news item in context of daily life activities and to access knowledge. Based on the standard competence, narrative text is one of the materials learnt in reading.

Narrative text is an imaginative story, the purposes to study narrative text is that students must have a good ability in comprehending reading narrative form. In where, students must be able to identify the meaning of the words, sentences, complications and the events in narrative text.

However the students still have low ability in comprehending reading text. It is caused by some factors. First, they have less vocabularies. They find the meaning of almost every word in dictionary. This certainly wastes more time and makes them feel bored. Second, the teacher just applies a simple teaching model. Just reading, translating then doing the exercise. It appears the boring situation during teaching and learning, like they are not active in it. It seems like teacher-centered learning.

Therefore, the researcher assumes that various interesting strategies are fully needed in teaching comprehending reading text. There are so many strategies that teacher can use in teaching learning narrative process, like Think Pair Share. By this model of strategy, students will find it easier to comprehend the information provided in narrative text. They can discuss and share their knowledge to one another.

Literature Review

1. Reading

Reading is a language process requiring the understanding of written language (Rupley, 1981). Reading is usually undertaken for some purposes, in a social context, and the social context itself contributes to a reader's notion of what it means to read or as recent thinkers tend to put it, to be literate (Alderson.2001). Reading is, after all, a guessing game of sorts, and the sooner learners understand the game, the better off they are Brown (2000). It can be conluded that reading is uttering or pronouncing words or sentences, that with/without comprehending the text to get the main ideas or information. Language-based clues include word analysis, word associations, and textual structure. Nonlinguistic clues come from context, situation, and other schemata. So, while reading, analyze vocabulary, distinguish between literal and implied meanings, and capitalize on discourse markers to process relationships.

2. Reading Comprehension

Comprehension is a multifaceted process affected by a variety of factors. Reading instruction should be comprehension based. Development of comprehension abilities

requires direct intraction. A person's experiential background is a salient factor affecting comprehension. Effective questioning is dependent upon the concept of wait time.

2.1 Strategies for Reading Comprehension

For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Here are strategies for reading comprehension (Brown, 2000): 1) identify the purpose in reading; 2) use graphemic rules and patterns to aid in bottom decoding (especially for beginning level learners); 3) use efficient silent reading techniques for relatively rapid comprehension (for immediate to advanced levels); 4) skim the text for main ideas; 5) scan the text for specific informatif; 6) use semantic mapping or clustering; 7) guess when you aren't certain.

3. Narrative Text

A narrative text is a text which contains a story either written or unwritten, and there is a series of connected events (http://www.Englishindo.Com, 2013). Meanwhile, Kartono (2012) states that a narrative text is a text which contains about story or fairy tale imaginative. The function of narrative text is to entertain the reader and also to convey a moral message (Kartono, 2012).

Narrative text divided in two terms, they are:

1. Fiction

Fiction is writing that describes invented people and events, not real ones (Oxford, 2008) Fiction may include folktales, fables, myths, mysteries, science legends, historical narratives and short stories.

2. Non-Fiction

Narrative is called nonfiction if the story or event is true and actually occured. Non-fiction is often found in biography, history, newspaper writing and human experiences.

Additionally, every narrative has six basic elements (Dietsh, 2006), they are:

a. where and when the scene of the action, event, or conflict takes place,
b. who usually revolves around people, although an animal may take the central role,
c. what event or a series occur, action, conflict, and change are essential to the story
d. how the narrative involves cause and effect, and
e. why, the reasoning or motivation, the central character propels the action.

It can concluded that narrative is a type of text which any kinds of stories, past events either fiction or nun-fiction and the purpose is to entertain and amuse readers and listeners.

3.1 Think Pair Share

Think pair share is a model for having students think of individual answers to a question posed by the teacher, and then share their answers with a partner. Later, the teacher calls on two or three pairs to share their answers with the whole class (Crawford.2005.)

The steps of implementing Think Pair Share are as follows (Istarani. 2012).

1. The teacher conveys the material and the competence that will be reached.
2. The students are pleased to think about the material.
3. The students are placed in group of two members and tell their thought.
4. The teacher leads a small discussion, every group proposes the result of their discussion.
5. Then teacher directs the problem and adds material that is not told by the students.

6. Teacher gives the conclusion.

B. RESEARCH METHOD

1. Location and Research Design

This research was conducted at SMK Negeri 1 Kutalimbaru - Kabupaten Deli Serdang. It was a classroom action research with two cycles, each of which was 2 meetings.

2. Subjects of Research

There were eleven classes for the 2018/2019 first year students. This research was carried out in the first semester of X-Mekatronika with 36 students. They were selected because most of them had low ability in comprehending narrative text. They found some difficulties in answering the questions related to the text.

3. Technique for Data Collection

a) Interview

A set of oral questions was asked to the English teacher who could give information to complete the data. The interview was done out of the class for about 10 minutes and the result of the interview was noted.

b) Observation

The researcher observed the learning process and everything involved in it. This included the teacher and students' activities which were observed by using the observation sheet. Besides, the progress was also observed during the learning situation using a camera to take some photographs.

c) Test

The students were instructed to read two narrative texts and answer 20 multiple choice questions related to the texts both in the pre test and post test.

d) Diary Notes

The researcher wrote all important events during the research on diary notes. They included both the students and the researcher's activities.

4. Technique for Data Analysis

This study used quantitative and qualitative data. The qualitative data were taken from interview and observation sheet which described the students' improvement in reading comprehension on narrative text.

The quantitative data was taken from the result of multiple choice tests which were carried out in two cycles. The test was given to the students at the end of each Cycle. The data was analyzed by using the technique of descriptive data analysis.

In scoring the test, score 0-100 was used by applying the following formula:

$$s = \frac{R}{N} X\ 100$$

Where :
s = score
R = the number of the correct answers
N = the number of the test items

The mean of the students' score was obtained by applying the following formula:

$$X = \frac{\Sigma x}{N}$$

Where:

X = the mean of students' score

$\sum x$ = the total score

n = the number of students

Then, to categorize the number of students' ability in reading comprehension, the following formula was applied :

$$P = \frac{FN}{N} \times 100\ \%$$

Where :

P = the percentage of students who get the point > 69

F = the number of students who get the point > 69

N = the total number of students who do the test

Next, the analysis was continued with statistical analysis technique to prove the hyphothesis, that was to find the difference betweem the students' outcomes in Cycle I and those in Cycle II. The statistical analysis applied was t-test. The formula is as follows :

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

t = arithmetic coefficient of t test

D = difference between Cycle I and Cycle II

N = the number of subject of research

C. FINDINGS AND DISCUSSION

1. Findings

1. Cycle One

In this research, observation during the action was also conducted by the researcher. It was focused on the learning activities of comprehending reading on narrative text using TPS model. The learning activities included both teachers' and students' activities during the learning. The teacher's activities during the learning can be seen in Table 1.

Table 1 Teachers' Activities in Cycle I

No.	Aspects	Cycle I		Average	Category
		1st M	2nd M		
1.	Starting the learning				
	a. Conveying the learning purposes	3	3	3	Good
	b. Motivating the students to participate in learning	2	2	2	Fair
2.	Organizing the learning				
	a. Presenting the material	4	4	4	Very good
	b. Giving example	3	2	2.5	Fair
	c. Using suitable learning media	3	2	2.5	Fair
	d. Giving the students chance to ask about the material	2	2	2	Fair
	e. Giving reinforcement	3	2	2.5	Fair
3.	Managing time, organizing students and learning source				
	a. Managing time	3	3	3	Good
	b. Organizing students	3	2	2.5	Fair
	c. Utilizing learning source	3	2	2.5	Fair

4.	Conducting evaluation a. Conducting evaluation during learning b. Conducting evaluation at the end of learning	 3 3	 3 3	 3 3	 Good Good
5.	Closing the learning a. Concluding the learning material b. Giving feedback	 3 2	 3 2	 3 2	 Good Fair
	Number of Score	40	35	37.5	
	Total Score	56			
	Percentage of teacher's activity	66.94 %			

Note : 1= Poor 2=Fair 3=Good 4= Very Good

Table 1 shows that the category is "Good" (66.94 %) of the teacher's activities in using Think Pair Share model in comprehending narrative text. Meanwhile, the data related to the students' activities during learning can be seen in Table 2.

Table 2 Students' Activities in Cycle I

No.	Observation Aspect	Cycle I		Average	Category
		1st M	2nd M		
1.	Listening to the teacher's explanation	3	3	3	Good
2.	Asking question	1	2	1.5	Fair
3.	Responding to the teacher's questions	2	3	2.5	Good
4.	Giving ideas	2	2	2	Fair
5.	Writing a resume of the lesson	3	3	3	Good
6.	Being active during the discussion	2	3	2.5	Good
7.	Doing the test independently	3	3	3	Good
	Number of sore	16	19	17.5	
	Total sore	28			
	Percentage of students' activity	62.5 %			

Score $= \frac{number\ of\ score}{number\ of\ activity} = \frac{17.5}{7} = 2.5 = 3$ (Good)

Based on Table 2 it can be concluded that students' activities during teaching learning in using Think Pair Share model is "Good" (62.5 %). Thise indicates that the implementation of TPS model can improve students' ability at comprehending on narrative text although the students' learning result in Cycle I did not indicate that 80% of the total students got score > 69. The students' learning result in Cycle I can be seen in Table 3.

Table 3 Students' Learning Result in Cycle I

Description	Result
Number of Students	36
Total Score	2365
Mean	65.69
Complete	17
Incomplete	19
% Completeness	52.78

Based on the students' learning result in Cycle I it can be said that the students' learning result had not reached the completeness yet. It was only 19 students (52.78 %) who got > 69. However. it does not mean that the students are not able to improve their ability at comprehending a narrative text. The students' score in Cycle I were much better than their scores in pre test. This proved that the implementation of Think Pair Share is able to improve the students' ability at comprehending reading on narrative text.

1.1. Research Finding in Cycle One

There were still some obstacles found in Cycle I. Firstly, there was not enough time for discussion. Not all groups got a turn to share during the discussion. Secondly, they still found it difficult to organize sentences in English since they had less vocabulary so that it took long time for them to share in front of class. Thirdly, there were some students who were not cooperative during the discussion. They did not give any ideas while discussing with their group.

2. Cycle Two

In Cycle II, the students had been accustomed to the learning steps of TPS model since it had been introduced and implemented in Cycle I. The students were no more worried when they were asked to give some comments or ideas. Thus, the obstacles which happened in Cycle I could be overcome. Even such a serious difficulty wasn't found during the observation. Besides, the most significant improvement was seen on the students' learning result which they achieved. The observation of the teacher's activities during the learning in Cycle II can be seen in Table 4.

Table 4 Teacher's Activities in Cycle II

No.	Observation Aspect	Cycle I		Average	Category
		1st M	2nd M		
1.	Starting the learning				
	a. Conveying the learning purposes	3	3	3	Good
	b. Motivating the students to participate in learning	3	3	3	Good
2.	Organizing the learning				
	a. Presenting the material	4	4	4	Very good
	b. Giving example	3	3	3	Good
	c. Using suitable learning media	3	3	3	Good
	d. Giving the students chance to ask about the material	3	3	3	Good
	e. Giving reinforcement	3	3	3	Good
3.	Managing time, organizing students and learning source				
	a. Managing time	3	3	3	Good
	b. Organizing students	3	3	3	Good
	c. Utilizing learning source	2	3	2.5	Fair
4.	Conducting evaluation				
	a. Conducting evaluation during learning	3	4	3.5	Good
	b. Conducting evaluation at the end of learning	3	3	3	Good
5.	Closing the learning				
	a. Concluding the learning material	3	3	3	Good
	b. Giving feedback	3	3	3	Good
	Number of score	42	44	43	
	Total score	56			
	Percentage of teacher's activity	67.19 %			

Note : 1=poor 2=Fair 3=Good 4= Very good

Based on Table 4, the researcher had maximal in category "Good" 67.19 % in using Think Pair Share model in comprehending narrative text. Meanwhile, the data related to the students' activities during learning can be seen in Table 5.

Table 5 The Observation Result on the Students' Activities in Cycle II

No.	Observation Aspect	Cycle II		Average	Category
		1st M	2nd M		

1.	Listening to the teacher's explanation	4	4	4	Very good
2.	Asking question	3	3	3	Good
3.	Responding to the teacher's questions	3	3	3	Good
4.	Giving ideas	2	3	2.5	Good
5.	Writing a resume of the lesson	3	3	3	Good
6.	Being active during the discussion	3	3	3	Good
7.	Doing the test independently	3	3	3	Good
	Number of sore	21	22	21.5	
	Total sore	28			
	Percentage of students' activity	76.79 %			

Based on the data in Table 5, it can be concluded that student activity during teaching learning in using Think Pair Share model is "Good" 76.79 %). Next, the data of the students' learning result in Cycle II can be seen in Table 6.

Table 6 Students' Learning Result in Cycle II

Description	Result
Number of Students	36
Total Score	2645
Mean	73.47
Complete	7
Incomplete	29
% Completeness	80.56

As being explained in the observation result of the Cycle II, the students' learning result had reached the completeness. It was 29 students (80.56 %) who got > 69. However, it means that the students are able to improve their ability at comprehending a narrative text. The students' score in Cycle II were better than their scores in pre test and Post test I. This proved that the implementation of Think Pair Share is able to improve the students' ability at comprehending reading on narrative text.

2.1. Research Finding in Cycle Two

It means that the students' ability at comprehending reading narrative text was improved though the implementation of Think Pair Share (TPS) model. In this case motivating and question and answer session which done at the end of learning helped the students to overcome the students' learning difficulty. The students were pleased to ask one or more questions related to the material so that there was no confusion in their mind when the learning ended.

3. The Improvement of Students' Ability at Comprehending Narrative by Using Think Pair Share Model

Table 7 The Recapitlation of the Students' Learning Result

Score of Completeness	Pre Test Score		Students' Learning Result in Cycle I		Students' Learning Result in Cycle II	
	Score	Percent	Score	Percent	Score	Percent
Score > 69	2	5.55 %	19	52.78 %	29	80.56 %
Score < 69	34	94.45 %	17	47.22 %	7	19.44 %
Mean	50.42		65.69		73.47	
Percentage	5.55 %		52.78 %		80.56 %	

Based on Table 7, it can be seen that the improvement of the students' learning result among before action, Cycle I and Cycle II is as follows.

1. The improvement of mean
   The Mean in Pre test is 50.42 and in Cycle I is 65.69, so the improvement of the mean is 15.27. The mean in Cycle II is 79.84. If compared between the mean of Pre test and Cycle II can be seen the improvent is 23.05.
2. The addition of students' learning result > 69
   The number of students' learning result in pre test > 69 is 2 students, the number of students' learning result in Cycle I > 69 is 19 students, and the number of students' learning result in Cycle II is 29 students. So, the improvement of Pre test and Cycle I is 17 students. Meanwhile, the improvement of Cycle I and II is 10 students.
3. The improvement of classical complete percentage
   The classical completeness in Pre test is 5.55 %, the classical completeness in Cycle I is 52.78 % and the classical completeness in Cycle II is 80.56 %. So the improvement from Pre Test to Cycle I is 47.23 %, meanwhile the improvement from Cycle I to Cycle II is 27.78 %. In other way, if be compared between the classical completeness Pre test and Cycle II, that's got the improvement is 75.01 %.

2. Discussion

The result of this research has proved that learning strategy gives an important role during learning. It can be seen by the significant improvement of the students' score in Cycle I and Cycle II. Besides that, the improvement can also be seen during the learning in which the students' activities in Cycle II were better than Cycle I.

Based on the observation, the improvement of the students' activity during learning in Cycle I and Cycle II can be seen on the whole aspects. They are: a) listening to the teacher's explanation, b) asking questions, c) responding to the teacher's questions, d) giving ideas, the percentage, e) writing a resume of the lesson, f) being active during the discussion, and g)doing test independently.

These improvements indicated that the students began to be accustomed to cooperative learning strategy TPS model. Another improvement was observed from the students' tests score in which the two tests were given at the end of the learning. Certainly, the tests were given to measure the students' ability after TPS model implemented during learning both in Cycle I and II. In Cycle I, there were 19 students who got score > 69, while in Cycle II, there were 29 students who got score > 69.

The improvement of either the students' learning activities or the students' score indicated that the implementation of TPS learning model is able to improve the students' ability at comprehending reading narrative text. In addition, this learning model also trains students to be accountable for the result of their discussion individually. Although they discuss the same topic together with their group, they must not involve their group while answering the teacher's question so that each individual will participate during discussion and try to comprehend their topic well.

D. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the result of this action research, it can be concluded that :

a) Reflection for better planning in the second Cycle is needed for improving both the teacher's action and students' achievement.

b) This implementation of cooperative learning strategy Think Pair Share (TPS) model was able to improve the students' ability at comprehending reading narrative text at SMKN 1 Kutalimbaru. It was proved by the statistical analysis t-test in which t-count = 7.59 and t-table with the subjects (N = 36) and $\alpha = 0.05$ is 2.03.

2. Suggestions

This research is done to make the teaching learning process can be more attractive and interest for the students and teacher. Therefore, the following suggestion are offered :

a) For the principal, it is better to keep motivating the teachers especially the English teachers to improve their understanding of their function and responsibility as a teacher and to determine the efforts to improve the teaching and learning quality.

b) For the English teachers, it is expected to find and apply various learning models; one of them is Think Pair Share to improve their ability at comprehending reading, so the teacher learning process can make the students interst and active in classroom.

c) For the students, it is useful for them to study hard, more seriously and try to improve their ability at comprehending reading .

d) For the next researcher, who wants to conduct a research with the same subject should more learn this strategy so the next research can be equipping and adding knowledge for the readers and it's better if the next reseacher use different variables to give a contribution in English learning implementation.

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Appendix

The Result of Students' Achievement in Cycle I and Cycle II

No.	Students	Cycle I		Cycle II			No.	Students	Cycle I		Cycle II	
		Score	Description	Score	Description				Score	Description	Score	Description
1	AS	70	Complete	80	Complete		21	EP	65	Incomplete	65	Incomplete
2	AA	75	Complete	85	Complete		22	GA	75	Complete	85	Complete
3	AAB	70	Complete	80	Complete		23	HA	65	Incomplete	70	Complete
4	AAC	65	Incomplete	75	Complete		24	JVI	55	Incomplete	70	Complete
5	AKW	75	Complete	85	Complete		25	MAJ	65	Incomplete	75	Complete
6	AS	85	Complete	90	Complete		26	MFG	70	Complete	80	Complete
7	AS	70	Complete	75	Complete		27	MIS	70	Complete	70	Complete
8	AM	90	Complete	95	Complete		28	MDA	55	Incomplete	55	Incomplete
9	AP	70	Complete	75	Complete		29	MFM	70	Complete	75	Complete
10	AW	70	Complete	75	Complete		30	N	55	Incomplete	65	Incomplete
11	AP	60	Incomplete	60	Incomplete		31	NR	75	Complete	85	Complete
12	ATP	55	Incomplete	70	Complete		32	RA	60	Incomplete	65	Incomplete
13	BP	70	Complete	75	Complete		33	RI	45	Incomplete	45	Incomplete
14	DKA	60	Incomplete	70	Complete		34	RAH	45	Incomplete	70	Complete

15	DB	70	Complete	80	Complete		35	RY	75	Complete	75	Complete
16	DH	50	Incomplete	70	Complete		36	YE	60	Incomplete	70	Complete
17	DW	55	Incomplete	65	Incomplete			Total	2365		2645	
18	DA	70	Complete	75	Complete			Mean	65.69		73.47	
19	DAL	70	Complete	70	Complete			Complete	17		7	
20	ENS	60	Incomplete	75	Complete			Incomplete	19		29	
								% Completeness	52.78		80.56	