

USING THINK PAIR SHARE METHOD TO IMPROVE THE READING SKILL ON NARRATIVE TEXT OF THE STUDENTS OF MTsN KUNIR BLITAR

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Abstrak

Artikel ini bertujuan untuk menginvestigasi penerapan metode *think-pair-share* (berpikir-berpasangan-berbagi) untuk meningkatkan ketrampilan membaca teks naratif pada siswa kelas delapan MTsN Kunir, Blitar. Desain penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Instrumen penelitian yang digunakan adalah observasi, catatan lapangan, dan tes. Subject penelitian adalah siswa kelas delapan MTsN Kunir, Blitar yang terdiri dari 36 siswa. Ada dua kriteria kesuksesan pada penelitian ini. Pertama, jika 80 % siswa berpartisipasi aktif pada proses pembelajaran, dan kedua jika 80 % siswa mendapat skor minimum 75 sebagaimana kriteria skor minimum (KKM).

Hasil penelitian menunjukkan bahwa ada dua putaran untuk menerapkan metode *think-pair-share* dengan sukses. Hasil penelitian pada putaran pertama menunjukkan 38,8 % siswa dapat melampaui skor minimum. Sedangkan dari hasil observasi, partisipasi siswa pada aktifitas membaca adalah 13,8 % pada pertemuan pertama dan 25 % pada pertemuan kedua. Oleh karena itu, putaran pertama belum sukses, dan perlu diadakan perbaikan pada perlakuan yang diberikan. Pada putaran kedua, 81,25 % siswa mampu melampaui batas skor minimum 75, dan partisipasi siswa pada aktifitas membaca adalah 80,25 %. Sehingga bisa disimpulkan bahwa putaran kedua sukses.

Kata kunci: Metode berpikir-berpasangan-berbagi, ketrampilan membaca, teks naratif

I. Introduction

A. Background of the Study

In learning English language, there are four skills should be taught to students. They are listening, speaking, reading and writing. Among those four skills, reading is one of the four language components that should be mastered by students. Reading is an exercise dominated by eyes and the brain. The eyes receive messages and the brain then has to work out of significance of these messages.²⁷ Without reading, the students could not enlarge their knowledge, open the window of the world, access information technology deeply.

Moreover, teaching reading for students is very important. The reason for teaching reading to the students is because it belongs to the basic language skills in

²⁷Jeremy Harmer, *How Practice of English Language Teaching* (New York: Longman publishing, 1991), 190.

English, just as important as speaking, listening, and writing. Beside, reading is closely related with other subject. Most of the materials given by the teacher (in English or other subject) are presented in written form, for example in handbook, handout, etc. It can be concluded that to understand the materials, the students must have the ability to look at and get the meaning of written text.

Based on the syllabus of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, Narrative text is taught to the eight grade students of Junior High School. It means that they have to acquire the competence in reading monolog text, Thus to reach that stage, they must have deep understanding. Hence, the writer together with the real English teacher at that class as her collaborator decides to conduct classroom action reserach to solve the problem found in reading class by using think pair share method learning process.²⁸

From previous elaboration, the narrative text is one genre that must be mastered by students in learning English. Narrative text is telling of story, either fictional or real, whose subject is an incident or a series of related incidents.²⁹ During the observation at Class VIII-6 of MTsN Kunir, the researcher foundt that they had difficulties in narrative text, in understanding the characteristics of the text including the social function, generic structure, and language feature. The social fuction includes the purpose of the text, and the generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses. This case made the researcher chose to focus on narrative text in which the students (Class VIII-6) still had confused about that.

The result of observation at MTsN Kunir Blitar, the students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they

²⁸ Djatmika, et.al., *Passport to the World2A Fun and Easy English Book for Grade VIII of Junior High Schools* (Solo: PT Tiga Serangkai Pustaka Mandiri, 2009), 100.

²⁹ Billie Andrew Inman and Ruth Gardner, *Aspects of Composition Second Edition* (New York: Harcourt Brace Jovanovich, 1964), 70.

often did not understand the meaning of the words used in the text. It was difficult for them understand the content of the text.³⁰

However, they were reluctant to bring the dictionary. They borrowed dictionary in other class, five minutes before teacher began a study. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there are some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but she was too rivet on the textbook, she usually taught using conventional way by staying in class and doing the exercises on the textbook. She rarely used various techniques and media in teaching rarely. So, the students have low motivation in learning English, especially reading on narrative text.³¹

To solve the problem, the researcher is interested in using TPS (Think Pair Share) to improve students' English reading comprehension in MTsN Kunir. Think Pair Share (TPS) is one of the Cooperative Learning techniques which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes.³²

In this case, the researcher is eager to investigate the implementation of think pair share to improve students' reading skill in narrative text. Finally, it is to find out how this technique is able to give contribution to improve students' skill in reading narrative text at MTsN Kunir. From the explanation above, the researcher wants to conduct a research entitled **“Using Think Pair Share Method to Improve the Reading Skill on Narrative Text of the Students of MTsN Kunir Blitar”**

B. Research Problem

Based on the background of the study above, the research problems are formulated as follows:

1. How is the implementation of *Think Pair Share* to improve the reading skill of the students of MTsN Kunir Blitar?
2. Can the implementation of *Think Pair Share* improve the reading skill of the students of MTsN Kunir Blitar?

³⁰Observation in MTsN Kunir Blitar, January 14th, 2014.

³¹*Ibid.*

³²Sumarsih & Dedi Sanjaya dalam *TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text* (<http://creativecommons.org/licenses/by/3.0/>). Accessed on 3 April 2014

C. The Objective of the Study

Based on the research problems above, the objectives of the study are as follows:

1. To describe the implementation of *Think Pair Share* to improve the reading skill of the students of MTsN Kunir Blitar.
2. To describe whether *Think Pair Share* can improve the reading skill of the students of MTsN Kunir Blitar.

D. Review of Related Literatures

This section discusses related literatures used in this study. It covers definition of reading, the importance of reading, reading strategies, teaching reading, classroom reading activity, narrative text, the generic structure of narrative, and Think Pair Share method.

1. Definition of Reading

There are four basic skills in learning a language, i.e. reading, listening, speaking and writing. Reading is one of those skills which have to be mastered by the learners in order to mastering the language. Reading is an essential skill for learners of second language which is a fluent process of readers combining information from a text own background knowledge to build meaning and the goal of reading is comprehension.³³

Reading is as a selective process taking place between the reader and text, in which background knowledge and various type of language knowledge interact with information in text to contribute to text the comprehension.³⁴The understanding of reading comes from the interaction between the words that are written and how they get the knowledge outside the text.

While, Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.³⁵ It means that when the learner read a text, she or he was combining between their knowledge and information that gotten from a text. So, their knowledge would increase. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.

³³ David Nunan, *Practical English Language Teaching* (New York: Mc. Grow-Hill Company, 2003), 3.

³⁴ Cyril J Weir, *Understanding and Developing Language Test* (London: Prentice Hall, 1993), 64.

³⁵ David Nunan, *Practical English Language Teaching*(New York: Mc . Grow-Hill Company, 2003), 68

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading text also provides good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole text. Students then have good models for their own writing.³⁶ It shows that the reading activity gives so much knowledge that students need to develop their English capability.

2. Teaching Reading

Teaching reading is a process of teaching in which the teacher shows and helps someone or students to learn how to read well in English to improve students' awareness of reading as a skill. The teacher not only shows and helps the learner to communicate but also shows and helps how to read well in English. Brown (2007) stated that teaching is guiding and facilitating learning enabling the learners to learn, and setting the condition for learning³⁷. Based on the statement above it can be concluded that teaching is an activity, which gives guidance to the student in the teaching learning process. Besides, the teacher has an important role to raise success in the teaching learning process.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hand, reading activity can also be an uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it makes the students do not understand what they read and makes them bored and forces reading repeatedly to get the meaning and conclusion from the vocabulary that they understand.

Thus, to avoid the problems in reading, the teacher should design a set of principles that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention to in teaching

³⁶ Jeremy Harmer, *How to Teach English* (England: Longman, 2007), 99.

³⁷ Douglas, Brown. *Principles of language learning and teaching fifth edition* (USA, Pearson Education 2007), 8.

learning process of reading. In this case, the writer describes six principles purposed by Harmer.³⁸The six principles are as follow:

- a. Suggest students to read as often and as much as possible

Our knowledge will increase if much new information in mind. One a way is many books that we read. The more students read the better. The teacher suggests the students to read extensively as well as.

- b. Students need to communicative situation
- c. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction
- d. Prediction is a major factor in reading
- e. Match the task to the topic
- f. Good teachers exploit reading to the full

From the explanations above, it can be concluded that the teaching reading is important to improve their language, especially in Junior High School.

3. Narrative Text

According to Inman and Gardner, narration is the telling of a story, either fictional or real, whose subject is an incident or a series of related incident. As narrative fiction includes every kind of story from the sort tale to the long novel, so non fictional narrative includes every kind of story from the short anecdote to the book length account of a long series of incidents.³⁹ According to Joyce and Susan the purpose of narrative is to tell stories which are about 1) a person or a group of people overcoming problems, 2) show how people react to experiences, 3) explore social and cultural values, 4) entertain audience.⁴⁰

The general concept of narrative text is a text which contents about a story like a story of folktale, paragraphs fable, legend, etc. While Boardman and Jia state that “narrative is telling a story”.⁴¹Another definition of narrative text is a kind of text which

³⁸ Jeremy Harmer., *How to Teach English* (England: Longman, 2007), 101-102.

³⁹Billie Andrew Inman and Ruth Gardner, *Aspect of Composition* (New York: United States of America. 1964), 70.

⁴⁰Helen Joyce and Susan, *Writing to Tell Stories* (Australia: Shanna Books, 2000), 24.

⁴¹ C.A. Boardmand and F. Jia, *Writing to Communicative Paragraphs and Essays*, (New York: Longman, 2002), 3rd Ed, 18.

is aimed to entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deals with problematic event or unusual events.⁴²

4. Think Pair Share Method

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think Pair Share technique has been a foundational tool in cooperative learning, it can be applied such as in many classrooms, workshops, and training rooms. When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think Pair Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.⁴³

Think Pair Share strategy is a cooperative learning technique that promotes students participation and is useful for all year level and class sizes and is particularly useful in making lectures interactive.⁴⁴ According to Kagan, the simplest cooperative learning structure/strategy is “Think Pair Share”.⁴⁵ He calls this cooperative learning strategy “Think Pair Share,” you may now it as “Turn to your neighbor”. “Think Pair Share” requires each student to think about and respond to a question, discuss answer in pairs, then share their own or a partner’s answer with the whole class or another group. Variations include writing answer and reading the other’s answer(s), or discussing answer and constructing an answer that incorporates the best of each of the partners’ answer. Each student of the pair may be given a predetermined amount of time for sharing his/her response. It involves three steps of cooperative structure. During the first step individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams or the entire group. There process of *Think Pair Share* in the classroom:⁴⁶

⁴² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), 204.

⁴³ Kathleen Carroll, *A Guide to Great Field Trips*, (USA: Zephyr Press, 2007), 102.

⁴⁴http://intranet.ecu.edu.au/_data/assets/pdf_file/0006/490857/Think-Pair-Share-explained.pdf. Accessed on April 8, 2014.

⁴⁵ Spencer Kagan, *Cooperative Learning*. (San Juan Capistrano, CA: Kagen Cooperative Learning, 1992), 11:2

⁴⁶<http://web.archive.org/web/20050306223510/http://curry.edschool.virginia.edu/go/edis771/notes/THNKPRSH.html>. On June 17. Accessed on April 27, 2014.

1. Teacher poses a question

The process of think, pair, share begins when the teacher poses a thought-provoking question for the entire class. This may be a straightforward question or a problem the teacher wants to pose to the class for solution. For example, "What would have been the likely outcome if the United States had maintained its isolationist position and not entered the European theater of World War II?"

2. Students think individually

At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The time should be decided by the teacher on the basis of knowledge of the students, the nature of the question, and the demands of the schedule. It may be helpful, though it is not required, to have students write out their individual responses and solutions. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question. This step of the procedure automatically builds "wait time" into the classroom conversation.

3. Each student discusses his or her answer with a fellow student

The end of the think step signals to the students the time to begin working with one other student to reach consensus on an answer to the question. Each student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insights to possible solutions to the problem. At times, the process can go one step further by asking pairs of students to regroup into four students to further refine their thoughts before sharing with the group at large. These small group settings are less threatening to individual students than venturing forward before the whole group with an untried answer. The pair step in the model also promotes much more conversation among students about the issues entailed by the question.

4. Students share their answers with the whole class

In this final step, individuals can present solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answers, as in a chart or diagram, each member of the pair can take credit for the product of their thinking.

The final step of think, pair, share has several benefits to all students. They see the same concepts expressed in several different ways as different individuals find unique expressions for answers to the question. Moreover, the concepts embedded in the answers are in the language of the learners rather than the language of textbook or teacher. And where students can draw or otherwise picture their thoughts, different learning modalities and preferences can come into play in the attempt to understand the ideas behind the answers.

It may be worth repeating one caveat in closing: The success and quality of the think, pair, share activity will depend on the quality of the question posed in step one. If the question promotes genuine thought for students, genuine insights are sure to emerge in successive steps.

II. Research Method

A. Research Design

The research design used in this study is Classroom Action Research (CAR). Classroom action research aims to improve the process and learning outcomes in classes conducted in cyclical. CAR is action research which is done at classroom by teacher to improve learning practice quality.⁴⁷The problem of CAR must be started from teacher who wants to improve the quality of education. Based on the research problem, the researcher uses CAR because the researcher wants to know all of the process which must be done as teacher to student to develop students' reading skill on narrative text.

The design of action research utilized in this study follows a model of CAR proposed by Kemmis and Mc Taggart (1990) that CAR consists of four steps.⁴⁸They are (1) planning an action, (2) implementation the action, (3) observing the action, and (4) reflecting the action based on the data obtained during the action.

B. Setting and Subjects of the Research

This study is conducted at MTsN Kunir. The school is located at Jln. Ponpes Al Kamal, Kunir, Wonodadi, Blitar. The researcher selected students of class VIII-6 of MTsN Kunir which consists of 36 students in the 2013-2014 academic years as the subject of the study. The researcher chooses this class because when she conducted

⁴⁷Wijaya Kusuma dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta Barat: PT. Indeks, 2010), 9.

⁴⁸*Ibid*, 21.

students teaching (PPL), and did observation, she found that many students of class VIII-6 had problem in reading narrative text.

C. Research Procedure

This research applied classroom action research with model that proposed by Kemmis and Mc Taggart cited by Koshy. There are some steps: planning, implementing, observing and reflection. The cycle depends on the result of every cycle given. The cycle will be stopped when the result has reached the criteria of success.⁴⁹The researcher procedure of the study can be seen in Figure 1.

1. Preliminary Study

The preliminary study of this research was conducted on April 2014 to students in class VIII-6 MTsN Kunir in the 2013-2014 academic years. The class consists of 36 students. In this case, the research will dig the entire problem in the teaching learning process. The researcher will observe the students' attitude, their condition in teaching learning process, their achievement and another.

2. Planning the Action

In this part, the researcher will accomplish the following set of activities: preparing the strategy, designing lesson plan, preparing the research instrument, and determining criteria of success.

a. Preparing the strategy

Based on the problem which is faced by student in the second year of MTsN Kunir, the researcher uses the method to make easier. It is by using Think Pair Share. Think Pair Share included cooperative method where the students work in small groups to help one another group to learn academic content. The students are expected to help each other, to discuss and argue with each other, to assess each member's knowledge and fill in gaps in each other understands. The beginning implementation of think pair share is the teacher gives the students few of times to think the questions. After that each student should be paired with another student and discuss about the question or the topic, the last procedure, the teacher expand the share into a whole-class discussion.

b. Designing Lesson Plan

Researcher makes lesson plan that will be shown for the teacher and used when researcher does the action. The lesson plans contains many aspects, such as: the

⁴⁹*Ibid*, 21.

standard competence, basic competence, indicator, material, sources, techniques, procedures, and assessment.

c. Preparing the Research Instrument

Instruments are the tools used by the researcher in using data collection method.⁵⁰ To make easier and help the researcher to get the data, in this study she used some instruments. The required instruments in this study are: test, observation checklist and field note.

1. Test

Test is a set of tool procedure or an act. In this research, the test is given in the form of multiple choices with four options presented to an individual in order to elicit attitude that gives information about the basic of individual knowledge in certain subject.⁵¹ This type is chosen because it is economical in term of the number of items that can be answered in a short period of testing time; students' test papers also can be easily and quickly scored. Thus, the students will not probably be confused in answering the questions presented. The data from this research test can be used to measure the students' reading skill on narrative text.

2. Observation Checklist

The observation activities are intended to observe the students' learning activity during teaching learning process. In this observation, the researcher uses observation checklist to measure how active the students of reading class, it is also easy to get data about teaching learning process.

In this research, the criteria of students' active if the students get three format items of the observation checklist. In the other way, the criteria of students' passive if the students get less than three format items of the observation checklist.

3. Field Note

In this research, field notes are employed to explain some aspects of teaching and learning activities which were not covered in the observation check list. Researcher and the observer used field notes in every meeting. The aspects include the appropriateness of the reading tasks, the practicality and ease of the strategy, and the students' attitudes and problems during the implementation of the

⁵⁰Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rieneka Cipta, 1990), 135

⁵¹M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran* (Bandung: ITB, 1996), 1.

reading card. In other words, the researcher and the observatory made brief notes during the observation.

d. Determining Criteria of Success

The criteria of success are designed to know whether the students' reading skill on narrative text improved or not by using cooperative TPS (Think Pair Share) method. The researcher and the English teacher made an agreement that the students' achievement improves if there is more than 80% of students get score 75 minimally in test. The criteria of success of students' participation in class are noticed by the researcher. If there is more 80% students are active, give participation and also give attention in learning process, it means the learning process is successful.

3. Implementing

The implementation of action is the thing which is done in the learning process after the planning step. The function of this action is to implement the instructional method that has been planned. The researcher, here, implemented the cooperative think pair share method in planning.

In implementing the action, the researcher acted as the teacher that taught reading using think pair share method. Meanwhile the teacher as a collaborator acted as an observer and observed the activities and performance during the implementation of the action.

4. Observing the Action

According to Muslich, observation is used to get information about human being in the reality.⁵² Other expert says that observation is the process of recording and gathering all relevant data. Observation plays an important part in any kinds of gathered data. It is a process of observing people and incidents all the time to make judgment.⁵³

In the observation phase, the collaborator would observe and collect the data about any aspect or events that had happened during the implementation of the action in relation to the objectives of this study. The data were obtained from observation checklist and supported by the field notes.

5. Reflecting

⁵²Masnur Muslich, *Melaksanakan PTK itu mudah* (Jakarta: Bumi Aksara 2009), 106.

⁵³Valsa Khosy. *Action Research for Improving Practice: A practical Guide* (London: SAGE Publication, 2005), 98.

This part is the final step of classroom action research in which all relevant data analyzed. Data analysis is done to see whether or not the implementation of the action is successful. The data will be obtained from test, observations checklist and filed notes. Observation checklist is used to collect teacher's perform on implementation of process reading strategy in the classroom and the data about the students' reading result when the students study by using process reading strategy. If the result has been success in one cycle so the research will be finished, but if it is still failed or not success, so the researcher must continue and revise to the next cycle.

D. Data Analysis

Data analysis is a process of searching and arranging systematically the interview transcripts document study, recording transcripts on other material or collected data.⁵⁴ Arikunto explains that data analysis in qualitative research begin soon after data collection begins.⁵⁵ After the data is collected, the data must be analyzed to know the success of the technique. The steps of data analysis are as follow:

1. The collected data from observation is analyzed by using percentage with four indicators in the observation, (1) Asking Question, (2) Answering Question, (3) Participation, and (4) Making Notes. Thus, we can get then result of active or passive based on the observation checklist. To calculate the result of the observation, the researcher uses the formula:⁵⁶

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Total of students}} \times 100\%$$

2. To know the improving of students' reading comprehension, the researcher compares the means of every cycle. The formula is follow:

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

Where:

M = Mean

$\sum x$ = Total of score

⁵⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), 134.

⁵⁵Suharsimi AriKunto, *Manajemen Penelitian*, (Jakarta: Rieneka Cipta, 1998), 83

⁵⁶ M. Soenardi Djiwandono, *Tes Bahasa Pegangan bagi Pengajar Bahasa*. (Jakarta: PT. INDEKS, 2011), 225.

N = Total of students

3. The collected data from achievement test is analyzed by looking at the percentage of the score in every cycle. The criteria of minimum score (KKM) 75, so if the students get 75 minimally it means that they are successful in teaching and learning process, and the percentage of successfulness which want to reach is 80 %, so the students who get score 75 minimally must reach 80 % of the students of the class. The formula used in this research is:⁵⁷

$$\text{Percentage} = \frac{\text{Student who get minimally 75}}{\text{Total of students}} \times 100\%$$

The result of the analysis as presented quantitatively in the form of number. To analyze the data through observation checklist, researcher analyzed qualitatively based on being active of students, participation during learning process and discussion in a group. In addition, the data-gathering through field notes were merely presented descriptively. The data collected through field notes are analyzed by presenting the description of the teaching and learning process.

III. Research Finding

This section discusses the findings from the preliminary study and the findings from the implementation of think pair share method.

A. The Findings from the Preliminary Study

Before conducting cycle 1, the researcher did preliminary study by administering pre-test, observing, informal interviewing and making field note. The purpose is to know the real problem faced by the students. Test was conducted by giving the students a task about reading in the form of narrative text. It meant the researcher gave pretest for the students. The implementation of pre-test was done on February, 12th 2014 by the number of students was 36. There are 20 questions and 4 multiple choices. The result of the pre-test indicates that the most students cannot comprehend the reading narrative text. It showed that the average score from the students' reading task was 63.8.

⁵⁷*Ibid*, 225.

This result is considered insufficient since it did not yet achieve the target of the study at school. It must be at least 75 for minimum standard of reading success as stated in criterion of minimum completion or *Kriteria Ketuntasan Minimal (KKM)* at the school as shown in the students' reading score.

When the students were doing their task, the researcher observed the students' activities. It had done to know the students' activeness in doing the task. In this observation, the researcher found problems. Most of the students felt bored when they have to read a long text, especially uninteresting topic text. The researcher also asked the students after they did reading the task about the reason why they were not interested in reading. Most of them answered that they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. The students would be happy if the teacher provided guidance of difficult words.

When the researcher observed the English teacher in learning process in the class, the researcher concluded that the English Teacher rarely used medium in teaching learning process. He taught using conventional way by staying in class and doing the exercises on the handbook.

B. The Finding from the Implementation of Think Pair Share Method

The implementation of Think Pair Share was done at class VIII-6 MTsN Kunir, Blitar. This implementation was done to improve students' ability in reading skill. The activities happened in two cycles. In Cycle I consist of three meetings, and in Cycle II consist of two meetings. This section describes teaching and learning activities in each cycle.

1. Cycle I

The implementation of the first cycle was conducted on 18 February 2014. The real teacher was as collaborator. In the first meeting the researcher gave explanation about narrative text. She made them truly understand and be able to explain again about narrative text and the generic structure of it.

After explaining about narrative text, the researcher asked one or two students to explain about narrative text that have explained by teacher. The teacher gave correction if any mistakes from explaining students. The researcher made a group (one group consist of 4 students and determine a pair discussion) and gave a duty to them. The

researcher asked the students to discuss a narrative text based on their book and the questions from the text. The purpose of making group improved their idea, active and able to do dependent and also discussion with their friends. The teacher and the students discussed the answers together.

Then, in the last meeting of the first meeting, the researcher repeated explained about narrative text. The second meeting was held on 19 February 2014. It was focused on students' activities. In this meeting the researcher made some activities as follow: the researcher gave a paper that written a narrative text for each student. Each student has to read a narrative text and made list difficult words. After that, the researcher divided the class into 9 groups and one group consists of 4 students. It meant to give opportunity to do team work (discussion) and also share their idea. After making a group, they discussion her/his result work in pair. Then, each pair meets again to share her/his result work in a group. The teacher and the students discussed the answers together.

The researcher found some actions and problems from the students as follow: in the first meeting the researcher find out that they had difficulties in narrative text in understanding the characteristics of the text including the social function, generic structure, and language feature. The social faction includes the purpose of the text, and the generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses.

Second, the students often felt bored when they had to read a text, especially uninteresting topic text. Third, in the class, some students were sometimes seemed to lean over their head on the table and talk each other. Besides, when they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. Then, they were reluctant to bring the dictionary. They borrowed dictionary in other class, five minutes before teacher began a study. So, they just waited until the teacher explained it for them or asked them about the difficult words.

Then, in the second meeting the researcher applied Think Pair Share again. Some of them bring a dictionary, but they still asked to the researcher about the meaning of words but not often. They began active. They began interested to read a narrative text. The researcher suggested increasing solidarity other students. Researcher

gave specific time to read the text, to answer the question and to discuss, asked the students to read the text by skimming and scanning, and make a list for some difficult words then check the meaning of them from their dictionary.

2. Cycle II

The implementing of the second cycle was conducted on 26 February 2014. The activities were done in this cycle consist of one meeting. In this cycle the researcher focused at the activities teaching and learning process. Before the researcher started the lesson, she gave students motivation to them. The researcher repeated explained about narrative text. In this meeting the researcher made some activities as follow: the researcher gave a paper that written a narrative text for each student. Each student has to read a narrative text and made list difficult words. After that, the researcher divided the class into 9 groups and one group consists of 4 students. It meant to give opportunity to do team work (discussion) and also share their idea. After making a group, they discussion her/his result work in pair. Then, each pair meets again to share her/his result work in a group. The teacher and the students discussed the answers together.

Based on the problem that the researcher found in the first cycle, the researcher took action in order to they would more active, motivate and understood about text and interested in learning process. The researcher took action, namely the researcher asked one or two students to explain the story in front of class. In fact the students more motivated to discuss the narrative text through Think Pair Share.

C. Data Presentation of Cycle 1

Cycle 1 includes four steps; they are planning, action, observation, and reflection. Cycle 1 was applied in three meetings (6 x 45 minutes), it was held on every Tuesday and Wednesday with time allotment 2 x 45 each meeting (3-4 on Tuesday 09.00 -10.30 and 1-2 on Wednesday 07.30 – 09.00).

1. Planning

The teaching and learning in the classroom need planning. Before the researcher did the action in the classroom, the researcher made the lesson plan to prepare teaching reading using *Think Pair Share* method, and then the researcher prepared the observation checklist for the students. In cycle 1, the lesson plan is given in three meetings (6 x 45 minutes). Lesson plan is important for the teacher before teaching. The activities in planning step of cycle 1 were designing by using *Think Pair Share* method.

The researcher gave the students question before reading for general comprehension. The researcher gave the students some questions related to the topic of the reading text given to them before reading. It is intended to build up the students' prior knowledge and be active.

Besides, the researcher prepared the instructional material and media. The researcher selected the materials based on the students' main source that is guidebook of Junior High School for the eight-grade and *LKS*, the material is narrative text. The instructional media the researcher used are individual worksheet, whiteboard, and board marker.

2. Acting

The action of cycle 1 was conducted on February 2014. There are three meetings in cycle 1. In each meeting, the teaching learning process always consists of pre-reading activity, whilst-reading activity, and post-reading activity.

3. Observing

During the first meeting and the second meeting, the researcher did observation according to observation guide. The researcher observes the students' involvement in reading skill during the teaching learning process through *Think Pair Share* method, and achievement test.

a. The Involvement of Students in Teaching and Learning Process

The result of the first observation in cycle 1, the students followed the participation of this activity, however there were some students that still kept silent or passive, they did not answer the questions when the researcher gave the questions given were related to the passage, and there were very seldom of the students that made a note. (See Appendix 7)

The researcher had tried hard to stimulate the students' mind toward the passage. The researcher tried to build the students' image of what the text was going to discuss the questions the researcher gave to the students. Since the questions given were related to the passage the researcher discussed, finally the students could guess what the text was going to discuss.

From the observation checklist, the students who can do "*Asking Question*" is 1 students with percentage 2.7%, the total of students who can do "*Answer Question*" is 9 students with percentage 25%. For the third column, all of the students give the

participation in the learning activity with percentage 100%. The last is total of students who can do “*Making Notes*” is 8 students with percentage 22.2%. Thus, we can conclude that total of students that “*Active*” is 5 students with percentage 13.8%, whereas total of students that “*Passive*” is 31 students with percentage 86.1%.

Besides, the result of the second observation in cycle 1 is almost same as the result of the first observation. The students follow the participation of this activity, but there were some students that still keep silent or passive, they were very seldom that answer the questions when the researcher gave the questions given were related to the passage, and there were seldom students that made a note.

From the observation checklist, the percentage from point 1 until 4 is increased. The students who can do “*Asking Question*” is 5 students with percentage 13.8 %, the total of students who can do “*Answer Question*” is 10 students with percentage 27.7%. For the third column, all of the students give the participation in the learning activity with percentage 100%. The last is total of students who can do “*Making Notes*” is 10 students with percentage 27.7%. Thus, we can conclude that total number of students that “*Active*” is 9 students with percentage 25%, whereas total of students that “*Passive*” is 27 students with percentage 75%.

b. The Students’ Achievement

After the researcher implemented the *Think Pair Share* method in the first meeting and the second meeting in cycle 1, the researcher gave the test. The test was about narrative texts like pre-test before but the questions are not the same. Based on the table score of the students at the first cycle that the researcher gave, the students’ ability in reading on narrative text was still low and need more strategy to make them interested and their achievement became better.

Based on the result of the students’ achievement at the first cycle, the average score in cycle 1 was 69.02. Besides, the percentage of the successful students was 38.8% (14 students). In this research, the researcher would to reach the percentage of the successful students more than 80%. Thus, it needed any improvements for next cycle.

From the result of the students’ test above, the average of the students’ score in cycle 1 was 69.02. Then the researcher observed the achievement percentage was 38.8%. In conclusion, the result of the first cycle is not successful.

4. Reflecting

This is the reflection of the first cycle in the teaching reading through *Think Pair Share* at the eight-grade students of MTsN Kunir Blitar. The reflection was gotten from the result of the test score and observation checklist.

For the result of the score test, the average of the students' score in cycle 1 was 69.02. Besides, the achievement percentage was 38.8%. Whereas for the result of observation checklist, we can conclude that total of students in the first meeting that "Active" is 5 students with percentage 13.8%, whereas the total of students in the second meeting that "Active" is 9 students with percentage 25%. Thus, the students' participation in reading activities in cycle 1 increased 11.2 % in which from 13.8% (5 students) in the first meeting into 25% (9 students) in the second meeting, but the cycle 1 was not successful and it is needed to be revised the treatment to be better.

From the observation step, researcher got some problems faced in applying the method in this cycle.

- a. There were some students still did not give attention to the teacher's explanation. They were still busy with another activity.
- b. Some students still asked the researcher to translate the text, whereas they bring a dictionary.
- c. Many students translate all the words, so they need long time to understand the text.
- d. There are some students that still got below standard score (75) It needed some plans to revise the treatments to be better.

Based on problems that appeared in cycle 1, the researcher and teacher plan to do the second cycle. The steps in planning this cycle are:

- a. The researcher gave motivation.
- b. The researcher asked students to increase solidarity in group, it means that each student helps her/his friends in a group
- c. Researcher gave specific time to read the text, to answer the question and to discuss.
- d. The researcher lets the students to read the text by skimming and scanning, and make a list for some difficult words then check the meaning of them from their dictionary.
- e. The researcher prepared the observation checklist to know the students' activities in the teaching learning process.

D. Data Presentation of Cycle 2

Cycle 2 is the follow up of cycle 1 that still applied *Think Pair Share* method. It was done to get the maximum result and to reach the objective of this research. As the cycle 1, the cycle 2 also include four steps they are planning, action, observation, and reflection. Cycle 2 was applied in two meetings (2 x 45 minutes), it was held on every Tuesday and Wednesday with time allotment 2 x 45 each meeting (3-4 on Tuesday 09.00 -10.30 and 1-2 on Wednesday 07.30 – 09.00).

1. Planning

From the result of reflection in the first cycle, the researcher absolutely improves the ways to teach reading through *Think Pair Share* method. Thus, the researcher planned make close relation to the students, gave specific time to read the text, to answer the question and to discuss. It is done that the researcher hoped students can management time to read the text, answer the question and to discuss.

Beside The researcher asked students to increase solidarity in group, lets the students to read the text by skimming and scanning, and make a list for some difficult words then check the meaning of them from their dictionary. It meant that students did not translate word by word and read all the text, because it just wasted time. Then, the researcher prepared the observation checklist to know the students' activities in the teaching learning process.

2. Acting

All the revised plans to get objectives in the cycle 2 were applied in action step cycle 2. There were also two meetings in the cycle 2. The first meeting consists of three activities: pre-reading activity, whilst reading activity, and post reading activity. Then the second meeting was giving test for the students.

3. Observing

The researcher did observation like the observation in the first cycle namely the first meeting; the researcher did observation according to observation guide. The researcher observes the students' involvement in reading comprehension during the teaching learning process through *Think Pair Share* method, and achievement test.

a. The Involvement of Students

From the first observation in cycle 2, there was improvement to the students' activeness. There were students become active, they answered the questions when the

researcher gave the questions given were related to the passage, and there were not the students that made a note. (See Appendix 9)

From the observation checklist, the students who can do “*Asking Question*” is 17 students with percentage 47.2%, the total of students who can do “*Answering Question*” is 22 students with percentage 69.4%. For the third column, all of the students gave the participation in the learning activity with percentage 100%. The last is total of students who can do “*Making Notes*” is 21 students with percentage 58.3%. Thus, we can conclude that total of students that “*Active*” is 29 students with percentage 80.5%, whereas total of students that “*Passive*” is 7 students with percentage 19.4%.

Besides, there was more improvement in the second observation in cycle 2 than the first observation in cycle 2. The students followed the participation of this activity and they also answer the questions when the researcher gave the questions given were related to the passage, and there were not the students that made a note.

b. Observing Students’ Achievement

After the researcher implement the *Think Pair Share* method in cycle 2, the researcher gives the test. The test was narrative texts like test of cycle 1 but the questions is not same. (The result of the students’ achievement can be seen in Appendix 13)

Based on the result of the students’ achievement, the average score had increased significantly. It was in cycle 1 from 69.02 into 81.25. Automatically, the percentage of the successful students increased too. It was 38.8% (14 students who got success) in cycle 1 into 86.1% (31 students who got success) in cycle 2. Thus, there was improvement 12.23 in the average score and 47.3% in the percentage of the successful students.

3. Reflecting

This is the reflection of the second cycle in the teaching reading through *Think Pair Share* at the eight-grade students of MTsN Kunir Blitar. The reflection was gotten from the result of the score test and observation checklist after the researcher made close relation to the students, the researcher asked students to increase solidarity in group, touch the students to read the text by skimming and scanning, and made a list for some difficult words then check the meaning of them from their dictionary. It means

that students did not translate word by word and read all the text, because it just wasted time. Moreover, researcher gave specific time to read the text, to answer the question and to discuss, make a list for some difficult words then check the meaning of them from their dictionary.

In this research, after the teacher made some revisions on the strategy that she used in the previous cycle, the students' achievement improved from 38.8% students who got score above *KKM* in the first cycle into 86.1% in the second cycle. It means that this method was success to improve the achievement of the students in reading skill.

IV. Discussion

In the implementation of *Think Pair Share* method to improve reading skill at eight-grade students of MTsN Kunir Blitar, the researcher closed to the students, gave specific time to read the text, to answer the question and to discuss. It is done that the researcher hoped students can management time to read the text, answer the question and to discuss.

Beside the researcher asked students to increase solidarity in group, touch the students to read the text by skimming and scanning, and made a list for some difficult words, then check the meaning of them from their dictionary. It meant that students did not translate word by word and read all the text, because it just wasted time. It could help the students do the exercises given to them after reading the text.

Based on the result of the research that had done to the class VIII-6 of MTsN Kunir Blitar, the test result of students' reading skill and the result of students' observation checklist from cycle 1 and 2 can be presented as below:

In cycle 1, the implementation of *Think Pair Share* method to improve reading skill eight-grade students of MTsN Kunir Blitar is not successful yet. It can be known from the result of the score test, the average of the students' score in cycle 1 was 69.02. Besides, the achievement percentage was 38.8%. Whereas for the result of observation checklist, we can conclude that total of students in the first meeting that "*Active*" is 5 students with percentage 13.8%, whereas the total of students in the second meeting that "*Active*" is 9 students with percentage 25%. Thus, the students' participation in reading activities in cycle 1 increased 11.2 % from 13.8 % (5 students) in the first meeting to 25% (9 students) in the second meeting, but the cycle 1 was not successful and it is

needed to revise the treatment to be better. It is because the students less solidarity in group, translated word by word, read all of the text.

Besides, in cycle 2, the implementation of *Think Pair Share* method to improve reading skill second-grade students of MTsN Kunir Blitar got significant improvement. It can be known from the result of the score test, the average of the students' score in cycle II was 81.25. Besides, the achievement percentage was 86.1%. Whereas for the result of observation checklist, we can conclude that total of students in the second meeting in cycle I that "*Active*" is 9 students with percentage 25%, the total of students in cycle II that "*Active*" is 29 students with percentage 80,5%. Thus, the students' participation in reading activities in cycle 2 increased 55.5 % from 25 % (9 students) in the second meeting of cycle I to 80,5% (29 students) in the cycle II. In other words, the cycle 2 was successful. It is because the students more active, they did not ask the meaning of the word to teacher. They looked for the meaning of the word in dictionary themselves. Besides, they did not read all of the text, but they just read the important information.

V. Conclusion

In conclusion, the implementation of *Think Pair Share* method is effective to help the students to increase motivation and solidarity. Since most of them asked questions, answer the questions given by the researcher and making notes. Besides, think pair share also can improve the criterion of minimum completion or *Kriteria Ketuntasan Minimal* (KKM) in reading skill. It can be known for the result of the score test. The score tests of the students are increased 47.3% in which from 38.8% (14 students out of 36) in cycle 1 into 81.25% (31 students out of 36) in cycle 2. Thus, using *Think Pair Share* method can improve students' reading skill on narrative text at MTsN Kunir Blitar.

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