TEACHING READING COMPREHENSION THROUGH THE THINK PAIR SHARE TECHNIQUE

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Abstract

Teaching reading is not easy for EFL learner, students quick bored because they less vocabulary so difficult to get the point, so the teacher must has strategies in teaching. This article shares how should do teacher's teach reading comprehension using the think pair share technique. The strategies in this method create the students' interaction between teacher and students to be active.

Keywords: teaching, reading, comprehension, think pair share.

1. Introduction

Reading is the process of looking at written symbols and letters and understanding their meaning and it's one of the language skills besides listening, speaking and writing. According to Sari, Kristiawan, and Syaveny (2015:2), Reading is an active process of obtaining information and understanding from the text using the eyes and the brain to understand the content of the text the reader reads.

Reading is an active process of seeking information in which readers relate information in the text to what they already know and what they read. According to Hoerunisa and Suherdi (2017:2), reading is the process of looking at a series of written and getting meaning from the text. Reading is an exercise dominated by the eyes and the brain. When reading, readers use their eyes to receive written symbols (letters, punctuation marks),

In addition, Aziz and Yusanti (2020:2) state that comprehension is the only cause or condition in reading. Reading comprehension is a depressing, pointless challenge. Several years ago, reading comprehension was based on the ability to process what is being read, understand the meaning the author is trying to convey both textually and subtextually and make inferences based on priority knowledge.

reading comprehension is to understand words and determining the main ideas, compare and contrast, and sequence. If students understand reading in learning. not only these skills, but other skills as well for example: pronunciation while reading aloud, sentence structure or grammar structure as well.

Based on the researcher interview results at Junior High School number 9 Lubuklinggau, it was found that many students had difficulties in reading comprehension of the reading materials. The researcher found that First, some students were confused in understanding the text and in finding the main idea. Second, students are not interested in reading and comprehending the text because it is difficult for them. Then students have trouble in understanding the meaning and main idea of the text they read. Finally, lack of concentration in reading text becomes one of the problems. Based on the problems above, it is necessary to have techniques in the process of teaching reading, one of which is Think Pair Share.

One of the techniques that can be applied by the teacher in teaching reading comprehension is the Think Pair Share technique. According to Budasi, Ratmaningsih & Wijaya (2021:2) The TPS technique is implemented concerning several stages, the first of which is the process by which the teacher proposes a topic or question to the students; Students then have time to reflect, then discuss with their classmates, and then share the results of their reflection and discussion related to the topic

the teacher has brought up. The TPS technique in question consists of five steps: First, organize students into pairs (questions that use their previous knowledge); third, give students time to reflect (Students begin to work in pairs to discuss their ideas, views and feedback. They are expected to be able to develop their potential to analyze different thoughts or opinions. It also improves their communication skills because the interactions occur during the discussion.

According to Thohir, Muhid dan Kurjum (2020:3) It is expected that the learning technique TPS students can develop thinking and reaction communication skills, and work together to help each other in small groups. This is suitable for Think-Pair-Share learning insights The model that TPS learns brings students the opportunity to work alone and cooperate with others. In this case, the teacher plays an important role in guiding students to lead discussions, to create a more lively, dynamic, creative, effective and pleasant

conference atmosphere. So obviously through the TPS learning model, students can solve problems directly, understand a document in a group and help each other, draw conclusions(discussed) and present to the class as a step in the assessment of learning activities that have been executed.

2. Definition of Teaching

Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on students learning. It's always possible to modify, improve, and develop. The new teaching-learning activities, and hence the flexibility is built into the system; and “the terminal behaviour of the learner in the term of learning structures can be established by appropriate teaching environments”. (Rajagopalan,2019:6).

Teaching is an activity to transfer the knowledge to the students. Moreover, teaching is an art; teachers must have art to make students enjoy learning or to make the class exciting. Teaching is not only an activity to transfer knowledge but also to help students learn and give students motivation. Teachers should be able to make students understand with the concept and the purpose of reading comprehension and teachers must help students to know what the text is about. In this case, the teacher is the main point when learning English Comprehension. (Audina et al., 2020:97). The researcher's result teaching is an activity to transfer knowledge to the students in the learning process and motivation to students.

3. Understanding of Reading

a. Definition of Reading Skill

Reading is one of the four language skills, which is an active activity of information gathering in which readers make connections between the information in the text and what they already know. The brain and eyes are used mostly during reading. Reading is an interactive activity that takes place between the reader, and the text, and results in comprehension (Hoerunnisa and Suhendi, 2017).

Reading is one of the important language skill. Reading is a talent that should be taken into consideration while discussing language skills because it is one of the most crucial ones. Reading is the process of making sense of text. The words "creation" and "meaning" are crucial here. There can be no

reading if no meaning is being constructed. Therefore, a reader needs to have high comprehension skills in order to understand the information in a book. Readers utilize comprehension techniques to locate information and create meaning. (Ahmad fauzi, 2019:3). One of the fundamental communicative skills is reading, although it has a highly complicated process. Understanding the information provided by the author in the written frame is a key component of reading comprehension. In this situation, reading might be thought of as an intelligent handling, checking, and questioning of the text. (Nadirah et.al, 2020:133).

b. Reading Comprehension

There are four language skills in teaching English; they are listening, speaking, reading, and writing. One of the important skills that should be mastered in English is reading. Reading is the one important skill in English, and it helps the students get more information by reading activity. While reading not only read the text without not knowing the meaning of the text, if it happens, the reader would get hard to understand to catch the main point of the text itself.

According to Mutaqin and Haryudi (2020:3), reading comprehension is the main pillar in reading activities where a reader builds understanding of a text. He combines logical thinking that is owned with a collection of letters, word, and sentences in the text.

According to saraswaty, etc (2021:29) reading comprehension is a process of getting meaning from and bringing meaning to the text. It means that reading comprehension is the ability to read text, process it, and understand its meaning. Reading comprehension is defined as the level of understanding of a text or a message.

Accroding to (Dewi et al., 2020:242) reading comprehension have been taught since early childhood level until the university level. At the university level, reading is a process that has to be done in every lecture. This is happen because all lectures are integrated with many kinds of reading activity such as reading text, article, journal, and so on. Reading

activity that have been done by the students is a kind of comprehensive reading. Reading comprehension is a process of reading in order to build understanding. In reading comprehension process, there are some stages that should be known such as literal, inferential, critical, and creative.

In other words, the reader understands all or most of the thoughts the author intended to communicate. Reading comprehension involves other skills such recalling word meaning, finding answer to questions answer explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

3. Thing Pair Share Technique

a. Definition of Think Pair Share

According to Mc Tighe & Lyman (1988) defined the Think-Pair-Share technique as a multi-mode discussion cycle that is divided into three stages: (1) Think: Students are given time to think individually after a question is posed; (2) Pair: Discuss the ideas with each other within a paired setting to produce a final answer; and finally (3) Share: Each pairs hare their new improved answer with the rest of the class. believe that the use of TPS provides all students with opportunities to discuss their thoughts and ideas; i.e. they start to construct their knowledge in these discussions and also to discover what they do and do not know. This active process is not normally available to them during the traditional lecture.

According toYulianingsih (2017:10), TPS (Think, Pair, and Share) is chosen to be applied in this research. It is a simple technique of small discussion. Think-pair-share is cooperative learning technique which promotes students participation to be active class. Think-Pair-Share activity is a learner centered and highly effective collaborative teaching strategy that is widely used in higher education.

b. The Procedure in Teaching Reading by using Think-Pair-Share(TPS) Technique

According to saraswaty, et.al (2021:31). Teaching reading by using TPS technique can be implemented as follows:

a. Pre-Activities
    1) Teacher open the class by greeting the students, students answer teachers greeting
    2) Teacher checks the student's attendance list; students listened carefully.
    3) Teacher attracts student's attention through interesting question such as "have you ever read biography text about someone?". The students answer teachers question and share their answer.
b. Whilst-Activities
    1) Teacher explains the generic structure in descriptive text, students listen carefully and pay attention to the teacher's axplanation.
    2) Teacher gives reading material and asks students to read it and answer it those comprehensive question individually (Think Activites). The student read the reading material individually and get the information from the text (Think Activities).
    3) Teacher asks the students into the pair to discuss their answers with their partners (Pair Activities). Students find their partners and discuss it together (Pair Activities).
    4) Teacher asks students to share their idea and discussing the answer with other pairs in group. Students share their opinion in pairs.
    5) Students share their ideas and answer into the whole of the class randomly (Sharing Activities). Some students share their opinion randomly in the whole of the class (Sharing Activities).
    6) Teacher rechecks students answer generally, students listen and pay attention to the teacher's explanation.
    7) Teacher improves students answer generally, students make some notes after teacher explains it.
c. Post-Activities

1) Teacher asks the students”do you have any question?”, students raise his/her hands and ask a question.
2) Teacher answer student’s question, student pay attention to teacher’s explanation and make some notes.
3) Teacher give post test to the students, students answer the post test.
4) Teacher ask students to give summary what they have learned today, students give summary to teacher and note it.
5) Teacher closing material and say good bye, students say good bye too.

4. Descriptive Text

a. Description of Descriptive Text

There are many kinds of texts in English. The text has difference in definition, social function, language feature, generic structure. In this research will be focused on descriptive text.

According to Rahmasari (2020:48), descriptive text is to describe people, thing, or place in such a way the reader can visualize the topic and enter into the researcher’s description. Descriptive text is ideally written in the declarative form and uses particular things as subjects such as my favorite teacher, my cat, my house. Desctiptive text is usually use to help writers develop an aspect of their work, to create a specific mood, or to describe a place so that the reader can create vivid pictures of characters, place, objects. Rusmawan (2018:67).

b. The Generic Structure of Descrptive Text

The generic structure of Descriptive text is divided two part identification and description. The identification part is the part where researcher will indentify the phenomenon found in text. The description part describes part, qualities and characteristics. A descriptive text just focuses on only specific participants. Language feature of descriptive text using attributive and identifying process, adjective and also classifiers by using present tense.

The example of descriptive text : **Borobudur Temple**

(Identification)

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m2) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

(Description)

Borobudur temple consists of six square floors and three circular floors which arranged accordingly and make it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there are a lot of relief panels and Buddha statues spread around it. one of its hole and you can touch the Buddha statue, you will be able to make one of your dream come true.

B. Related Previous Study

In this research, the researcher summarizes two previous research to prove the originality of the research. First, entitled "The Use of Think Pair and Share Technique in Teaching Reading to the Seventh Grade of Senior High School." Written by LiaYulianingsih (2017).

There were several similarities between in this research and their research. The similarities were (a) in both studies use similar skill, that reading. (b) in both studies use the same technique. (c) in both grade use to the seventh grade of junior high school. (d) in both research design the researcher and Lia Yulianigsih use experimental with one group pretest and post test. The differences between this research. The subject the research at the SMPN 1 Palimanan Kabupaten Cirebon, while the researcher at Junior High School number 9 Lubuklinggau.

The result of Lia Yulianingsih research show that in the experimental class, the writer used think-pair-share as the treatment, it has been done in three meetings. Pre-test and post-test was used to gain the data. There were ten questions of essay students' sheet was used as intruments of the test. The experiment class showed a significant reading comprehension, it shows that t account is higher than t table (18.13 t account >2.032 t table). Based on the result the writer concludes that use of think-pair-share technique in teaching descriptive reading is effective in improving students' reading comprehension. it means that hypothesis is accepted.

Second entitled " The Use of Think-Pair-Share in teaching reading comprehension" by Faiza Maulida (2017), the purpose is used qualitative method. The participants of this research were all of the English teachers in SMK N 1 Randudongkal in the academic year of 2016/2017. In this research used questionnaire, interview, classroom observation and document analysis as data collection methods. The result revealed that the implementation of Think-Pair-Share in teaching reading comprehension was quiet different for each teacher such as including all language skills, using game as variation, or implementing Think Pair Share with no variation. This study showed that there were two main problems faced by the English teachers: the lack of preparation and students' limited vocabulary. In conclusion, Think-Pair-Share was an interesting and helpfull technique that helped English teachers in the teaching and learning process. Besides,it helped students to be actively engaged in the classroom activity.

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