

## The Implementation of *Think-Pair-Share* Model to Improve Students' Ability in Reading Narrative Texts

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**Abstract:** Nowadays, many students still assume that English is the most difficult lesson. Furthermore, most of them assumed that English is a boring lesson. Those factors make the students unable to master English very well. Moreover, in many cases, reading becomes the most difficult skill to be mastered. Therefore, this research was conducted in order to make a better condition of teaching and learning reading narrative texts through the implementation of *Think-Pair-Share* model. The basic foundation of this model was to make the students more active in the teaching-learning process by discussing with their classmates. This research applied Classroom Action Research. The data were gathered from reading test in the end of every cycle. It was found that the students' ability in reading narrative texts improved after the implementation of *Think-Pair-Share* model. It could be seen in the improvement of average score for each test, from 74 in cycle I to 80 in cycle II. In addition, the number of students who passed the minimum mastery criteria (KKM) also improved, from 25 students to 31 students.

**Key Words:** *Think-Pair-Share*, Reading, Narrative Texts, Classroom Action Research

### Introduction

There have been many approaches developed by the experts to support teaching and learning activities. Harmer (2007) and Sanjaya (2011) explained that approach is a set of assumption dealing with the teaching and learning activities. It is also the teacher's point of view in teaching process, and it becomes the basic foundation in designing strategy and method. Therefore, approach has a critical role in teaching.

The idea of teaching-learning activities in Indonesia is currently in a huge mainstream namely student-centered approach whose delivery is in the form of cooperative learning. According to Knight (2009), cooperative learning is learning mediated by students rather than the instructor. In cooperative learning, students work in groups to teach themselves the content being covered. Teachers can utilize a variety of learning structures while providing cooperative learning. In addition, Killen (2006) states that student-centered approach is an approach which the teacher only becomes the facilitator and motivator, not the main source.

The basic foundation of this model is to make the students more active in the teaching-learning process by discussing with their classmates. Moreover, the teaching-learning process will be more attractive there will be more fun (Kagan, 2009). So, it will give positive influence to students in understanding the material given by the teacher. He further stated that there are five steps in *Think-Pair-Share* model, they are organizing students into pairs, posing the topic or a question, giving time to students to think, asking students to discuss with their partner and share their thinking, and calling on a few students to share their ideas with the rest of the class.

There have been two previous researches related to *Think-Pair-Share*, which were conducted by Siarukin (2008) and Indrayati (2011). Siarukin's research indicates that TPS was successful to improve student's achievement in learning social sciences. Moreover, Indrayati's research shows that TPS was effective to improve students' motivation as well as students' achievement in studying biology.

In fact, many students, elementary school students until university students, still assume that English is the most difficult as well as boring lesson. Those factors make the students unable to master English very well. There are four basic skills should master in English, they are writing, reading, speaking, and listening. Many students assume that all of these four basic skills are difficult, but in many cases, reading becomes the most difficult skill to master. Reading is actually functioned to identify a problem in a passage. Besides, it is also used to understand the main idea and message in a text. One of some kinds of text that has a lot of messages to be identified is a narrative text.

Narrative text is a text which contains about a story in the past, and it may be a fiction or non-fiction story. The purpose of this text is actually to entertain the reader. Moreover, there are a lot of messages stated implicitly in this text. To understand the message in the text, students should identify it in the right way. In fact, many students got difficulties in identifying and understanding it because the method used by the teacher is inappropriate and monotonous. However, the teacher should find a method that can motivate students to solve this problem, and *Think-Pair-Share* model can be one of the answers.

SMP Negeri 4 Ampelgading Satu Atap is one of many schools applying and developing KTSP. In fact, the teaching-learning process is still dominated by the teacher, not the students. Based on the researchers's observation in August 2012, the teachers still became the main 'actor' in the teaching-learning process. They were not only stimulating the students to learn, but also providing and explaining almost the whole materials. So, the students became passive learners, and their knowledge could not develop significantly. As the result, 45% students got a lower score than the minimum mastery criteria (KKM).

In teaching English, mainly in reading skill, the teachers usually implement the same method and media time after time. The focus of this method is typically to make students read the texts

fluently and loudly. The other aspects such as understanding the purpose of the texts and identifying the message on the texts will be explained by the teacher. It makes the students got any difficulties if they try to understand and identify the message on the texts by themselves, especially in long texts such as expository and narrative texts.

For eighth graders of SMP Negeri 4 Ampelgading Satu Atap, the principal problem usually faced by them in reading narrative texts is identifying the message stated implicitly. Moreover, they usually do mistakes in interpreting the main idea in each paragraph and in the entire texts. So, the students cannot answer the questions related to those problems.

The researchers assumed that *Think-Pair-Share* model is appropriate to apply in teaching English for eighth-graders in SMP Negeri 4 Ampelgading Satu Atap, mainly in reading skill. It can help the students to solve their problems in reading narrative text. Furthermore, they expect that by using this kind of model, the teaching-learning process will be more attractive, and the students develop their knowledge rapidly.

Based on the background above, this research aims to improve the student's ability in reading narrative texts by using *Think-Pair-Share* model.

## Review of Literature

### Teaching Model

To cover the approach, strategy, and method the teacher needs a model. Model is a system used as a guideline for the teacher in teaching. According to Suprijono (2011:46), teaching model is a guideline to conduct the curriculum, arrange the materials, and also give the instruction for a teacher in teaching. Moreover, Suprijono adds that the teaching model is actually functioned as a procedure for the teacher to help the students gathering the information, exploring their creativity, and also expressing their ideas.

In implementing cooperative learning method, there are some models that can be used such as *Jigsaw*, *Think-Pair-Share*, *Numbered Heads Together*, *Group Investigation*, *Two Stay Two Stray*, *Make a Match*, *Listening Team*, *Inside-Outside Circle*, *Bamboo Dancing*, *Point-Counter-Point*, and *The Power of Two* (Suprijanto, 2011: 89-101). One of those models that has been implemented by many teachers in the entire world is *Think-Pair-Share* model.

### Think-Pair-Share Model

*Think-Pair-Share* model was first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. The basic foundation of this model is to make the students more active in the teaching-learning process by discussing with their classmates. Moreover, the teaching-learning process will be more attractive there will be more fun (Kagan, 2009). So, it will give positive influence to students in understanding the material given by the teacher.

*Think-Pair-Share* model consists of some steps. Kagan (2009) states that there are five steps in *Think-Pair-Share* model, they are:

1. Organizing students into pairs

*Think-Pair-Share* model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

2. Posing the topic or a question

Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, "what do you know about narrative?" If they read a text, the question may "what is the message in the text?" It makes the students think deeper and deeper, and they can give their opinions in many aspects.

3. Giving time to students to think

The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared to his or her classmates.

4. Asking students to discuss with their partner and share their thinking

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in each group. It means that there will be many ideas to be shared in order to find the best answer, and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

5. Calling on a few students to share their ideas with the rest of the class

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

There are many benefits of *Think-Pair-Share* model. This kind of model can help the students to improve their communicative skill by discussing with their classmates. Moreover, they can share their knowledge each other, and it makes their affective aspect improve rapidly. Kagan (2009) mentions some benefits of *Think-Pair-Share* model, they are:

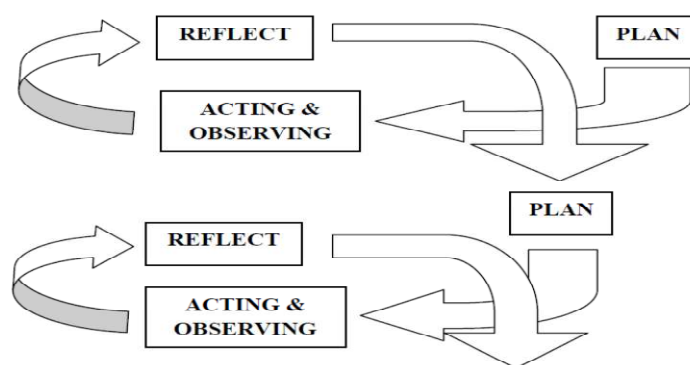
1. When students have appropriate "think time," the quality of their responses improves.
2. Students are actively engaged in thinking.
3. Thinking becomes more focused when it is discussed with a partner.
4. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
5. Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.

6. No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
7. Building on the ideas of others is an important skill for students to learn.

### Methodology

The research methodology applied was Classroom Action Research (CAR) since it was intended to improve the quality of the teaching- learning process. It consisted of two cycles, and each cycle was divided into four steps; they are: planning, action, observation, and reflection.

Figure: 1



Model of Classroom Action Research

The subject of the research is the eighth grader of SMP Negeri 4 Ampelgading Satu Atap. The number of students is 38, which consist of 24 male students and 14 female students. The instrument used in this research is a test. The purpose of using reading test as instrument is to get the score after reading the narrative texts. Moreover, it will interpret the comprehension of the students in reading narrative texts. The reading test will be given at the end of every cycle, and it will measure the student's comprehension of the narrative texts they read before.

The student's comprehension (result of the test) is analyzed by using analysis-evaluation technique. This step is to know whether those students are successful or not in gathering the material that has been learnt before. Furthermore, to know the student's score, the students' answer is measured by the formula as follows:

$$S = \frac{CA}{TA} \times 100$$

Note: S = Score  
CA = Correct Answer

TA = Total Answer

The minimum mastery criteria (KKM) is 70, so that the students can be declared that they are successful when they get the score of 70 or more.

## Findings

After analyzing the data, the results were as follows:

### Pre-Cycle

- a. The teachers of SMP Negeri 4 Ampelgading Satu Atap still implemented a teacher-centered approach, so that the teaching-learning process is mostly dominated by the teacher.
- b. The students still did not know about any kind of teaching model, mainly in cooperative learning.
- c. The students' average score was only 71. Even though their average score has already passed the KKM (70), it was not quite satisfactory.

### Cycle I

- a. The students were not familiar with the new model implemented in the teaching-learning process, so that sometimes they got difficulties in interpreting the instructions given by the researchers. Moreover, they were still not maximum in working as a team. However, the researchers tried hard to facilitate and motivate them in order to improve their enthusiasm.
- b. In pairing and sharing steps, only a few students actively deliver their opinion, while the others only listened to their friends' explanation.
- c. The number of students who passed the KKM had improved than in the pre-cycle. The percentage was 65% of the total number of students. Moreover, their average score improved from 71 in cycle I to 74 in cycle II.

### Cycle II

- a. The students were familiar with the teaching model, and it made them more capable of interpreting the instructions and working as a team.
- b. The pairing and sharing steps were more attractive because the students were more active in sharing their opinions and ideas.

- c. Compared to cycle I, the number of students who passed the KKM was improved; the percentage was 82% of the total number of students. In addition, their average score improved from 74 in cycle I to 80 in cycle II. It means that *Think-Pair-Share* as the teaching model implemented by the researchers was successful.

Table 1:  
The Students' Improvement

	Pre-Cycle	Cycle I	Cycle II	Improvement
Number of students	38 students	38 students	38 students	-
Students who pass the minimum mastery criteria (KKM)	21 students or 55 %	25 students or 65 %	31 students or 82 %	27 %
Mean score	71	74	80	9

## Discussion

Based on the analysis of the data, there were some facts, which were interesting to discuss such as the weaknesses during the process and how to solve them and the factors which made the implementation of *Think-Pair-Share* model successful.

At the first time, the students were not familiar with the model implemented by the researchers, and it made them confused. Even though the researchers have already explained the steps and information about the activities they would do, some of them still got difficulties to interpret it. As a result, they were not capable of finishing their work well, mainly in answering the question in the worksheet and discussing in pairs. However, they tried hard to help the students solve this problem by demonstrating each session that the students would do. It helped them a lot, and the discussion was running well.

Another problem faced by the students was difficulties in delivering their idea and opinion. It made the discussion was only dominated by some students. This problem had occurred because the students were afraid of making mistakes in sharing their ideas. By analyzing this problem, the researchers helped the students to solve their problems by including the group discussion, giving a stimulus to them, and developing their ideas. Moreover, it helped the students to improve their confidence to talk in front of their classmates.

It was also found a unique problem between two students who were disharmonized in their friendship. Based on the information from their friends, it was indicated that their problem was caused by a simple joke. To avoid the problem getting more serious, they advised both about the importance of having good relationship with friends, the benefits of having partners in the workplace, and the benefits of teamwork. Fortunately, it became an effective solution for them to solve their problem.

However, even though there were some problems faced by the researcher and the students, this research was already successful. It was indicated by the improvement of the students' score and the number of students who passed the minimum mastery criteria (KKM). The main factor that made the *Think-Pair-Share* model succeed in improving the students' achievement was its complexity. In this model, the students worked not only individually but also as a team. In the first step, they read a passage about narrative. Then they analyzed that passage and tried to answer the questions in the worksheet given to them individually. In the next step, they gathered with others to make small groups and shared their ideas in order to find the best answer to the questions given to them before. By following these steps, they could explore their knowledge, and it made them able to answer every question related to the topic given to them. As a result, their ability in reading improved rapidly.

This is in line with Kagan's idea (2009) that *Think-Pair-Share* model has benefit such as are; students are actively engaged in thinking; thinking becomes more focused when it is discussed with a partner; more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic; many students find it easier or safer to enter a discussion with another classmate, rather than with a large group; and when students have appropriate "think time," the quality of their responses improves.

Moreover, the students' communication skill also developed well. It was known from the improvement of student's activities in discussion before, and after the *Think-Pair-Share* model implemented. In addition, Suprijono (2011:35) stated that in a group discussion, there is fair possibility that the students improve their communication skills. In a group, while sharing their opinions and exchanging views with others, they will automatically improve their communication skills.

From each step that has already been joined by the students, all steps gave the improvement in term of students' ability. However, the pairing and sharing steps were the most crucial steps which gave significant improvement to students. In pairing step, the students helped each other by sharing the idea, opinion, and thought to answer the questions given to them. It was much more effective than if the teacher explained the material, then they answered the questions. Kagan (2009) stated:

In pairing, students have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

Moreover, in pairing step, the students gave their respect and solidarity to others, and it is important for their psychological development.



In the next step (sharing step), some students shared their opinion to the rest of the class, while the others gave their opinion or suggestion. By sharing the ideas, the students got new knowledge that it had not discovered before, and it was important not only for slow students but also the fast learners.

However, the implementation of *Think-Pair-Share* model gave benefits not only to the students, but also to the teacher. Students spent more time on task and listened to each other more when engaged in *Think-Pair-Share* activities. It made the duty of teacher only focused on facilitating and motivating the students, not explaining the whole materials to them. Besides, although the class is quite big enough, which consists of 38 students, the teacher could still handle it since it did not require many jobs for teachers.

These steps, in fact, have almost the same steps or elements of cooperative learning, which are presented by Johnson (2000) that cooperative learning is instruction that involves students working in teams to accomplish a common goal under conditions that include some elements such as positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills, and group processing.

### Conclusion

The objective of this research is to improve the student's ability in reading narrative texts by using *Think-Pair-Share* model. The findings indicate that there is a significant improvement in term of students' ability in reading English narrative text after they were treated using *Think-Pair-Share*. It can be identified from the students' score which was increased from 71 to 80 after being treated using TPS. However, this model requires a patient teacher who cares to the students who has need more attention.

*Think-pair-share* may also become a solution for teaching and learning activities in Indonesian context, which has big classes, usually consists of 40-65 students each class. It is manifested from the feature of TPS, which provides a chance every student to think and share their ideas in the class at the same time so that it does not require a lot of time and job for the teachers. Fortunately, *think-pair-share* as an example of cooperative learning is a part of excellence in Curriculum 2013, which emphasizes on the use of cooperative or collaborative learning.

### Suggestions and Recommendations

Based on the finding as well as discussion above, the researchers provide suggestions as follows:

1. For the teacher who is interested in implementing *Think-Pair-Share* model, he or she should consider these steps:
  - a. The teacher should make a good plan before teaching.

- b. The teacher should give clear instructions and explanation about the activities that students will do in the class.
  - c. The teacher should motivate and encourage his/her or her students to be active during teaching learning process.
  - d. The teacher should go around and monitor the students' activities and give them some help when they get difficulties.
  - e. The teacher should guide and facilitate the students during the teaching-learning activities.
2. For other researchers who are interested in the implementation of *Think-Pair-Share* model, they are suggested to develop TPS model for teaching other skills such as speaking, listening, or writing. Moreover, he or she can concern on students' psychological development after being treated using TPS.

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