



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 6 Tahun 2024 Page 4854-4864

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effect of Think Pair Share Teaching Model to The Reading Comprehension of Seventh Grade Students of SMP Negeri 12 Pematang Siantar in a Descriptive Text

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Abstract

This study is about Language is a tool to communicate messages. Language one of the most important thing to communicate because with language we as a human can know the purpose of what people said. In Indonesian, English used as the second language. In order to use a language well, leaners should learn and master the rules of the language in order to know how to speak in the language correctly. Think Pair Share is a collaborative learning strategy where students work together to solve a problem or answer a question about assigned reading. The research will be conducted by using Quantitative. Quantitative research method can be interpreted as the research method that has a certain sample. According to Sugiyono (2012) quantitative research is the research which aims to determine the relationship between two or more variables. This research will use an experimental design to be aware of threats to both of internal and external validity and consider these factors in the study. There is a pre-test and post-test to find out what ever the use of think pair share teaching model in a descriptive text. This research will be carried out at the SMP Negeri 12 Pematangsiantar at seventh grade, which is located at Jl. Sibolga ,No 25 Pematangsiantar, Sumatera Utara. This research will be carried out in the 2024/2025 academic year. The population of this research will be all the seventh grade of SMP Negeri 12 Pematangsiantar. The population in this study is all students seventh grade of SMP Negeri 12 Pematangsiantar for the academic year 2024/2025, which consists of 9 classes. The findings indicated that the Think Pair Share teaching model was more effective in improving students' understanding of descriptive texts compared to the question-answer model.

Keywords: *Reading, Think Pair Share*

Abstrak

Penelitian ini tentang Bahasa adalah alat untuk mengkomunikasikan pesan. Bahasa salah satu hal terpenting untuk berkomunikasi karena dengan bahasa kita sebagai manusia dapat mengetahui tujuan dari apa yang dikatakan orang. Dalam bahasa Indonesia, bahasa Inggris digunakan sebagai bahasa kedua. Untuk menggunakan bahasa dengan baik, pelajar harus mempelajari dan menguasai aturan bahasa untuk mengetahui cara berbicara dalam bahasa dengan benar. Think Pair Share adalah strategi pembelajaran kolaboratif di mana siswa bekerja sama untuk memecahkan masalah atau menjawab pertanyaan tentang bacaan yang ditugaskan. Penelitian akan dilakukan dengan menggunakan Kuantitatif. Metode penelitian kuantitatif dapat diartikan sebagai metode penelitian yang memiliki sampel tertentu. Menurut Sugiyono (2012) penelitian kuantitatif adalah penelitian yang bertujuan untuk mengetahui hubungan antara dua variabel atau lebih. Penelitian ini akan menggunakan desain eksperimental untuk menyadari ancaman terhadap validitas internal dan eksternal dan mempertimbangkan faktor-faktor ini dalam penelitian. Ada pre-test dan post-test untuk mengetahui apa pun penggunaan model pengajaran think pair share dalam teks deskriptif. Penelitian ini akan dilaksanakan di SMP Negeri 12 Pematangsiantar pada kelas VII yang beralamat di Jl. Sibolga No. 25 Pematangsiantar, Sumatera Utara. Penelitian ini akan dilaksanakan pada tahun ajaran 2024/2025. Populasi penelitian ini adalah seluruh siswa kelas VII SMP Negeri 12 Pematangsiantar. Populasi dalam penelitian ini adalah seluruh siswa kelas VII SMP Negeri 12 Pematangsiantar tahun ajaran 2024/2025 yang terdiri dari 9 kelas. Hasil penelitian menunjukkan bahwa model pembelajaran Think Pair Share lebih efektif dalam meningkatkan pemahaman siswa terhadap teks deskripsi dibandingkan dengan model tanya jawab.

Kata Kunci: *Membaca, Think Pair Share*

INTRODUCTION

In learning English there are four skills that must be mastered, namely listening, reading, writing and speaking. As one of basic language skill is reading and important skill in learning English. Reading as one of the English language skill that very significant in supporting people's way of thinking and as the interactive process between a reader and the text. In this process, the reader interacts with the text as he or she tries to elicit the meaning. This process need the ability of the person to understand what they have read. According to Lestari (2022), reading is important skills because by reading we can find out something we don't know, reading also provides broad insights. According to Olson and Diller in Agus Rahmat (2017), reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. It means that reading comprehension is a skill to understand and apply information in written text. According to Royani & Sadiyah (2019: 765) Descriptive text contains a detailed description of an object, either a living being, an object, a place, or an event, and therefore allow the

reader to see, hear, feel, or experience the author's point of view. Descriptive text has several characteristics that can be identified. The purpose of descriptive text is to describe objects and the content of the text. Through cooperative learned students were given the opportunity to be active and interact in their study groups to complete assignments and report the results of assignments in class discussed. One of the teaching model Cooperative was a Think-Pair-Share technique.

A. Reading

Reading is a source of information as well as a way to broaden one's knowledge, and to be successful in reading, we must be able to understand what words mean. So, reading is important skills because by reading we can find out something we don't know, reading also provides broad insights. Without reading, students cannot expand their knowledge, open windows to the world, access information technology in depth. So, reading has a very important social role in human life, which is used by readers to obtain information messages, which will be. According to Anderson (2000) reading has three main purposes: reading for pleasure, reading for information, and reading to learn something new. Reading comprehension in English is one of the important keys for the students to be better in learning. Comprehension always attends to what's coded or written with inside the texts, however it additionally depends upon the reader's background experiences, purposes, feelings, and desires of the moment. In reading comprehension, there are many definitions of reading comprehension accepted from some writers. According to Gilakjani and Sabouri (2016) defined reading comprehension as the process of creating meaning from text. Bos and Vaugh (2009:314) in Elyza Martiarini (2018) mention three types of reading comprehension based on how readers activate their background knowledge. The first type belongs to what is textually explicit. In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the information that is obtained in the text is not enough to help them in comprehending the text. The last type belongs to what scripturally implicit is. When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

There are three approaches in the process, namely the bottom-up processing, the top-down processing, and the interactive processing. There are many techniques that we can use to make our reading easy. The techniques are :

1. Skimming
2. Scanning

According to King and Stanley in Idayani (2019:77) state that reading has five aspects or components which can be formulated in reading text, they are: Finding the Main Idea, Finding the Factual Information, Finding the Meaning of the Vocabulary, making inferences, Identify Reference. Descriptive text is a text that is always around us when we want to describe something or someone. According to Gerot and Wignell (2008), descriptive text is a text type that describes a particular person, place or things.

B. Teaching Model

Teaching model in the context of education and pedagogy, refer to frameworks or approaches that guide the methods, strategies, and practices used by teachers to facilitate student learning and engagement. According to Joyce, B. R., Weil, M., & Calhoun, E. (2015) a teaching model is a framework or approach to instruction that provides a structured plan for designing learning materials, and guiding classroom or other learning.

C. Think Pair Share Teaching Model

Think Pair Share (TPS) teaching model First developed by Frank Lyman and colleagues at the University of Maryland in 1981. This model is an effective way to vary the atmosphere of class discussion patterns. The teacher provokes students' thinking with a question or prompt or observation. The second stage is the pairing. Using designated partners or a deskmate, students pair up to talk about the answer each came up with. The last stage is sharing. After students talk in pairs for a few moments, the teacher calls for pairs to share their thinking with the rest of the class. In addition , study.

1. First , it improves communicative skill. Sharing ideas to classmates helps students learning how exchanges ideas or opinion appropriately.
2. Second , it makes them more actively participate in the classroom. They become more confident by working with a partner, and then sharing their work to other classmates.
3. Third , it improves solidarity and tolerance amongst students. They learn how to respect each other if they have different opinions.
4. Fourth , it helps teacher teaching big numbers of students. Teacher can facilitate and monitor the discussion and give assistance whenever they need.

5. There are some of steps to use think-pair-share teaching model based on the following :
 - a. Pre-teaching activity
 - b. Whilst-teaching activity
 - c. Post-teaching activity
6. The Advantages and Disadvantages of Think Pair Share Teaching Model

According to Octavia (2020), there are several advantages and disadvantages of the think pair share type cooperative learning model.

 - a. The advantages of the think pair share :
 1. Can be used easily at every level of education.
 2. Provide opportunities for students to think to improve the quality of student responses.
 3. make students more active in learning.
 4. Students understand more about the concept of the lesson topic during the discussion.
 5. Students can exchange opinions with other students so that they learn from each other.
 6. Each student in his group has the opportunity to share or convey his ideas.
 - b. The Disadvantage of the think pair share ,as follows :
 1. There need to be more monitors from teachers because sometimes many. students are absent.
 2. Fewer ideas come up.
 3. If there is a dispute, there is no mediator.

D. Question Answer Teaching model

A teacher will pose questions to and respond to inquiries from the kids. According to Kenneth (2010) Question and answer teaching gives the student opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insights into the class" progress. . By providing opportunities for students to ask questions and provide responses, teachers can better gauge students' understanding, identify knowledge gaps, and facilitate more engaging and impactful learning. The use of strategic questions can help assess students' understanding of the material.

1. Benefits of Question Answer Teaching Model

According to Zhang, L. (2019) the question-and-answer teaching model can provide benefits for teaching, including:

- a. First, Increases student engagement and participation.
- b. Second, Enables teachers to gauge student understanding and adjust teaching strategies accordingly.
- c. Third, Helps students develop effective communication and language skills.

E. Previous Studies

Some research results related to the cooperative learning methods are as follow :

- a. Research conducted by Intan Kurnianingsih and Isnaniah (2022) from a journal with the entitled *"The Effect of Think-Pair-Share Technique to Improve Students' Reading Comprehension on Narrative Text"* concluded that to find out how the Think-Pair-Share (TPS) technique affects students' reading comprehension, especially in the context of narrative text. This research is in line with the growing research that explores collaborative learning strategies to improve reading comprehension. The Think-Pair-Share technique has been proven to be an effective method to improve students' reading comprehension.
- b. Research conducted by Putri Diyah Febriyanti (2022) from a thesis with the entitled *"The Effect of Using Think Pair Share on Students Reading Ability of Descriptive Text"* concluded that to determine the influence of think pair share in reading ability of junior high school students. In other words, the impact of collaborative learning on reading ability was high with positive effect on students' development. It is concluded that the students improved their reading comprehension through collaborative work in pairs and in groups as well.
- c. Research conducted by Santi Rosalia and Olyvia Revalita Candraloka (2023) from a journal entitled *"The Effect of Using Think Pair Share to Improve Students' Reading Skills"* concluded that the Think Pair Share (TPS) learning model significantly improved students' reading achievement at the tenth grade level. The study involved two groups: an experimental group taught using the TPS model and a control group receiving instruction through the conventional lecture method. After applying the different teaching methods, the post-test scores showed a marked difference in performance.

METHOD

The research will be conducted by using Quantitative. Quantitative research method can be interpreted as the research method that has a certain sample. This research will use an experimental design to be aware of threats to both of internal and external validity and consider these factors in the study. There is a pre-test and post-test to find out whether the use of think pair share teaching model in a descriptive text. The research design will be used to determine the effect of think pair share teaching model to the reading comprehension in descriptive text for class seventh grade students of SMP Negeri 12 Pematangsiantar. The research will be conducted in two groups : experimental group and the control group. The groups cannot be selected and placed randomly. The experimental group will be taught by think pair share teaching model.

This research will be carried out at the SMP Negeri 12 Pematangsiantar at seventh grade, which is located at Jl. Sibolga ,No 25 Pematangsiantar, Sumatera Utara. This research will be carried out in the 2024/2025 academic year. The population in this study is all students seventh grade of SMP Negeri 12 Pematangsiantar for the academic year 2024/2025, which consists of 9 classes. The number of students in each of the class is different and the total population of seventh grade students 229 students. The sample is part of the population (the research population). The researcher use two classes of seventh grade as sample, with total 265 students. Research instrument is a device used by researcher while collecting data is to make the work become easier and get a better result complete and systematic in order to make the data easy to processed Arikunto (2010). The validity test is an instrument test that aims to show the level of validity of an instrument and the extent to which the data collected can match the description of the intended validity (Arikunto 2017). To measure is validity of the item, the product moment correlation formula is used:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum X_1) (\sum X_2)}{\sqrt{\{N \cdot \sum X^2 - (\sum X_1)^2\} \{N \cdot \sum X_2^2 - (\sum X_2)^2\}}}$$

Description :

r_{xy} = Coefficient correlation of Pearson product moment

N = The number of the sample

$\sum X_1$ = The value number of variable x

$\sum X_2$ = The value number of variable y

$\sum X^2$ = The number squared of variable x

$\sum X_2^2$ = The number squared of variable y

$\sum X_2 X_2 =$ Total of pre-test multiply with post-test.

Reliability shows an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good enough". The formula used is the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum a^2 b}{Q_t^2} \right)$$

Description :

r_{11} = Realiability of the instrument

k = Number of items or number of questions

$\sum a^2 b$ = Total variance of items

Q_t^2 = Total variance

To obtain accurate in this study, this study used several data collection techniques as follow:

- a. Pre-test
- b. Treatment
- c. Post-test

After the researcher collects the data, and then the researcher analyses the data by following steps :

1. The results students' answer test is analyzed by using the scoring test formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score

R = The number of correct answers

N = The number of questions

2. To find the mean score of the students, the researcher uses the formula :

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

Where:

X = The average score

$\sum fx$ = Sum of the raw score

N = Number of students

3. To find the standard deviation of each group, the researcher uses the formula:

$$s = \frac{\sqrt{\sum d^2}}{N - 1}$$

Where:

S = Standard deviation

$\sum d^2$ = Sum of mean deviation

N = Number of students

1 = Constant number

4. To find the standard error of difference of mean, the researcher uses the formula:

$$SE (X_e - X_c) = \sqrt{\left(\frac{se}{\sqrt{N_1}}\right)^2 + \left(\frac{sc}{\sqrt{N_2}}\right)^2}$$

Where:

SE (Xe-Xc) = Standard error

se = Standard deviation of experimental

sc = Standard deviation of control

N1 = Number of students of experimental

N2 = Number of students of control

5. Finding out t-test

$$T_{test} = \frac{x_e - x_c}{SE (X^e - X^c)}$$

Where:

Xe = Mean of post-test in experimental

Xc = Mean of post-test in control

SE (X^e - X^c) = Standard error

FINDINGS AND DISCUSSION

Findings

Based on the findings of the data analysis, the researcher discovered that applying think pair share had significant effect to the reading comprehension of seventh grade students of SMP Negeri 12 Pematangsiantar in a descriptive text. Some of the findings are as follows:

1. The findings is that students scores taught think pair share teaching model are higher than students score taught using question answer teaching model. It can be demonstrated by the fact that the mean of the experimental class in pre-test is 54,8

and the mean of the control class in pre-test is 48, the mean of the experimental class in post test is 78 and the mean of the control class in post-test is 70. The standard deviation of the experimental class in post-test is 9,6, while the standard deviation of the control class in post-test is 6,4. It was discovered that students in the experimental class scored higher than those in the control class.

2. The t_{table} for a two-tailed test at a level of significance of 0,05 was 1.665, and the degree of freedom (df) was 48. At the 0,05 level of significance, the testing hypothesis is accepted because the t-test is greater than the t_{table} ($3,508 > 1,665$).

It indicates that think pair share teaching model of seventh grade students improved their test scores significantly in SMP Negeri 12 Pematangsiantar. As a result, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

Discussion

There was development in the experimental class. It can be considered as an effect of think pair share teaching model on the students ability to comprehend descriptive text. The researcher then used a t-test to determine the significance of the difference in scores between the pre-test and post-test. The t-test result is 3.508. The t-count number was discovered, and the researcher then assessed the degree of freedom or $df = (N_e + N_c - 2)$, therefore the df is $25 + 25 - 2 = 48$. The researcher used t-tables with a level of significance of 0,05. The researcher discovered the df (48) in a t-table at a significance of 0,05, which is 1,665. The researcher compared the t-test and t-table values to address the hypothesis testing question. The researcher obtained the value of t-test (t-test = 3,508) and the value of t-table (1,665). When the t-test reaches the t-table, it indicates that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected, and the theory is validated. It means that seventh grade eleven students of SMP Negeri 12 Pematangsiantar differently before and after being taught with using think pair share teaching model.

At last, by evaluating the data, the researcher identified the solution to the problem, which was to determine the significance of think pair share teaching model in reading descriptive text. The students average score in the experimental class (78) and the control class (70). Based to the explanation previously, applying of think pair share teaching model as an educational tool can enhance reading comprehension. Students who were taught with think pair share received a higher grade than students who were taught question answer teaching model. Following data analysis, the researcher showed that applying a think pair share as an educational tool is more effective in improving reading comprehension in seventh grade students of SMP Negeri 12 Pematangsiantar.

SIMPULAN

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