

TEACHING NARRATIVE READING BY APPLYING THINK-PAIR-SHARE MODEL

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ABSTRACT

The main problem of this study was: Is it effective to Apply Think-Pair-Share Model in teaching narrative reading comprehension to the eleventh grade students of the Sriwijaya State Sports High School of Palembang? The method used in this research was quasi-experimental method. The population of this study was all of the Eleventh Grade Students of SMA Olahraga Negeri Sriwijaya Palembang in the academic year of 2021/2020. The sample of this study was classes XI. IPA 1 and XI. IPA 3 taken through convenience non random sampling. The data was collected through a reading comprehension test. They were pre-test and post test. The data was analyzed through t-test formula. From this study it was found that the students' pre-test average score in the experimental group was 55 and in the control group was 53.91. Meanwhile the students' post-test average score in the experimental group was 80 and the students' average score in the control group was 75. In addition of t-obtained were 2.049 where the value of t-table was 1.684 at df 74 in significance level of 0.05 and with one-tailed testing. Since the value of t-obtained was higher than the critical value of the t-table ($2.049 > 1.684$), it can be concluded that, teaching reading comprehension by Applying Think-Pair-Share Model to the Eleventh Grade Students of SMA Olahraga Negeri Sriwijaya Palembang was effective.

Key Words: *Narrative Reading, Applying Think-Pair-Share Model*

Introduction

Every language has its own system and the use of English is different from Indonesian language. Language is a main tool of communication and it plays an important role in daily life. Without language the people can not express or convey their ideas to the other people perfectly so that communication will not run well. Language is not only used for daily conversation but also used in education, research and science. Considering those function of language, people study language both formal or in class and informal or outside class. It is important for us to learn language especially English science it is used as a means of communication among nation in the world.

English is one of the subjects which is required in the curriculum, so the students have to learn it whether they like it or not. The teachers should take an important part to make this language as a challenge to learn, not as something to be avoided. In studying English, students should study four language skills; they are listening, speaking, reading, and writing. (Ariansyah & Fitrawati, 2013) state English has been chosen as the first language to be taught as a compulsory subject from the first year of junior high school up to the first year of college.

Teaching is a profession that can yield something amazing when the right ideas and beliefs are implemented in the classroom. According to (Brown, 2003) teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study something provide with knowledge and causing to know or understand.

Reading is one of the important language skills that must be expected to the students (Purwanto, 2021). The result of learning can be seen in students' ability in reading. They are able to reading well, it means that the process of studying has a good result. It is clearly stated in the curriculum that the main purpose of language learning is the students are able to communicate and interest in English (Williamson et al., 2012). This purpose will only be fulfilled completely if the learners are trained with the activity which is able to invite to read. By reading, people can develop and enlarge their knowledge and skills, they can learn a lot from reading. Reading may give readers much benefit, for example readers can improve their knowledge beside getting information.

According to (Brown, 2003) reading is an active process in which people attempt to the extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page. There are two

reasons why we read, the first reading for pleasure, and the second reading for information.

The ability of reading is the main target for learners and defined as skill or power. It is appropriate with the aim of teaching reading to the eleventh grade students of SMA Olahraga Negeri Sriwijaya Palembang, where the students are expected to be able to (1) measure the students ability (2) finding main idea (3) interpreting meaning or the words (4) finding specific information. To make the other people or readers understand about the ideas in narrative reading.

According to (Hughes, 2020) Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode (Purwanto & Marsinah, 2021), the set of methods used to communicate the narrative through a process narration (Patel & Jain, 2008). (Porter-O'Donnell, 2004) say the Purpose of Narrative Text is to amuse or to entertain the reader with a story. Generic Structures of Narrative Text

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of

the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

Pilot study done by the writer at SMA Olahraga Negeri Sriwijaya Palembang. She observed that many students still encountered some difficulties in comprehending narrative text. For instance; expressing their ideas orally in English after they read the text. Then most of them are not active in learning English. Moreover, Student faced some difficulties in expressing their ideas orally in English after read the text. Most of them are not active in learning English. The students often faced difficulties to find the main idea of the text, cannot find explicit information in the reading text, determine the main ideas, find the main

points, and interpreting meaning or the words. There are several reasons why the students have such difficulties (1) the students may lack vocabulary mastery so that they could not understand the words in the text, (2) the students may lack grammar mastery so they could not understand the sentences in the texts, (3) the students may not familiar with the reading topics, and (4) the teaching method used by the teacher could not motivate the students to learn.

One way to help the students learn to read well and to develop reading skill are using think-pair-share. According (Hamdan, 2017), think-pair-share is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy, or as a follow-up activity. Each student becomes an active participant (Johnson, 2008). (Tuanany, 2019) says the use of TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that the students are expected to understand the material well before the teacher pass at the next meeting. TPS can improve attendance. The task given by the teacher at each meeting in addition to actively engage students in learning process is also intended for students to always try to be present at each meeting (Hudri & Irwandi, 2019). For the students who did not attend and did

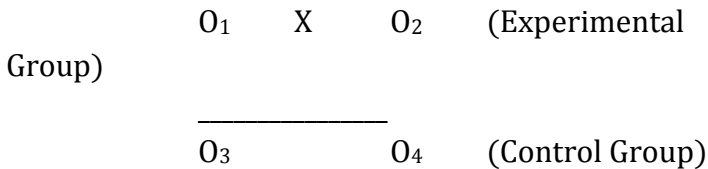
not do the work will affect their learning outcomes. It also can reduce dropout rates. TPS technique is expected to motivate students in learning so that students' learning can better than conventional technique

Based on the statement above, the writer would like to conduct a research entitled "Teaching Narrative Reading by Applying Think-Pair-Share Model to the Eleventh Grade Students of SMA Olahraga Negeri Sriwijaya Palembang."

Method

To conduct this study, quasi-experimental design was used, namely the non-equivalent control group design. (Fraenkel et al., 2012) state that experimental research is one of the most powerful research methodologies to establish caused and effected relationship between variables. A quasi-experimental is an empirical study used to estimate the causal impact of an intervention on its target population (Cohen et al., 2002). In this research, there were two groups; experimental group and control group. Both of the sample groups took based on the result of the pretest.

According to (Sugiyono, 2019), The pretest-posttest non-equivalent control group design can be diagrammed as follows:



Where:

O₁ : Pre-test in the experimental group

X : Treatment to experimental group

O₂ : Post-test in the experimental group

— : Dashed line indicates non-random assignment to comparison groups

O₃ : Pre-test in the control group

O₄ : Post-test in the control group

Before the treatment, the pre-test was given to the sample students. Then, the treatment was taught to the samples. After treatment, the post-test which exactly the same as the pre-test was gave to the students. To get accurate data, the writer took sample

by using convenience sampling. According (Hardani, Ustiawaty, 2020) states that a convenience sample is a group of individuals who (conveniently) are available for study. It would be taken after being measured and considered further by the English teacher of SMA Olahraga Negeri Sriwijaya Palembang, and the teacher of school was gave XI. IPS 1 and XI. IPA 3 as sample. The sample of this study was showed in the following table:

TABLE 2
The Sample of the Research Design

NO	Class	Group	Number of Students		Total
			Girls	Boys	
1	XI. IPS 1	Experimental Group	23	11	34
2	XI. IPA 3	Control Group	23	10	33
TOTAL			26	21	67

To collect the data, it was used a reading comprehension. Tests measure an individual's knowledge or skill in a given area or subject (Siyoto & Sodik, 2015). The purpose of this study was to find out the effectiveness of Applying Think-Pair-Share Model in teaching reading comprehension. The effectiveness of the method would be obtained from the progress

shown by the students in reading comprehension. It was known by testing. The test was pre-test and post-test before after treatment. The pre-test was intended to know the students' reading comprehension before the treatment. The post-test was done to measure the students' achievement of all learning task after the treatment. This was done in order to know the students' progress after getting the treatment. Before the test was administered to the sample students, the test was tried out to non-sample students of SMA Olahraga Negeri Sriwijaya Palembang. In order to know its validity and reliability. The test was consisted of 20 questions in form multiple choices, the students would be given 2x40 minutes for doing the test. In analyzing the data was used t-test in order to know the students' reading comprehension ability. In this research designed, the independent t-test was used to find out whether or not teaching reading comprehension by using Applying Think-Pair-Share Model to the eleventh grade students of SMA Olahraga Negeri Sriwijaya Palembang of Palembang is effective.

The formula was as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad \text{See (Sugiyono, 2019)}$$

Where:

T : the value by which the statistical significance between two means will be judged.

$\bar{X}_1$: The mean of the post-test in the experimental group

$\bar{X}_2$: The mean of the test post test in control group

s_1^2 : The variance of the post test in the experimental group 2

s_2^2 : The variance of the post test in the control group

n_1 : The number of students in the experimental group

n_2 : The number of students in the control group

Finding and Interpretation

Finding

a. The Student's Scores in the Post-test of Experimental Group

The data of the study was collected by the test, pre-test and post-test. In the post-test of experimental group the students were given written test consisted of 20 questions in form multiple choices, in which the students got 5 point for each the correct answer. To find the students' scores, the students' correct answers were divided with the number of questions and its result were multiplied with the total of standard score. Based on the data, it was found that the highest score was 100 reached by three students and the lowest score was 60 reached by one student.

To get the mean score of the post-test in the experimental group, the total score of the students was divided by the total number of the students 20 and the average score was 80.

$$\text{Total score } \sum X_1 = 2960$$

$$\text{Mean (X)} = \frac{\sum X_1}{n}$$

$$X = \frac{2960}{37}$$

$$X = 80$$

$$\text{Variance } S_1^2 = \frac{\sum X_1^2}{n-1}$$

$$S_1^2 = \frac{3850}{37-1}$$

$$S_1^2 = \frac{3850}{36}$$

$$S_1^2 = 106.94$$

b. The Students' Scores in the Post-test of Control Group

The data of the study was collected by the test, pre-test and post-test. In the post-test of control group the students were given written test consisted of 20 questions in form multiple choices, in which the students got 5 point for each the correct answer. To find the students' scores, the students' correct answers were divided with the number of questions and its result were multiplied with the total of standard score. Based on the data, it was found that the highest score was 90 reached by five students and the lowest score was 55 reached by three students.

Based on the table, the total score of the students were 2775. To get the mean score of the post-test in the control group, the total score of the students was divided by the total number of the students 20 and the average score was 75.

$$\text{Total score } \sum X_2 = 2775$$

$$\text{Mean (X)} = \frac{\sum X_2}{n}$$

$$X_2 = \frac{2775}{37}$$

$$X_2 = 75$$

$$\text{Variance } S_2^2 = \frac{\sum S_2^2}{N-1}$$

$$S_2^2 = \frac{4100}{37-1}$$

$$S_2^2 = \frac{4100}{36}$$

$$S_2^2 = 113.88$$

c. The Calculation of t-test

After gaining the result of pre-test and the post-test, it started to analyze them by using t-test. The formula of the t-test was written below.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{80 - 75}{\sqrt{\frac{106.94}{37} + \frac{113.88}{37}}}$$

$$t = \frac{5}{\sqrt{2.89 + 3.07}}$$

$$t = \frac{5}{\sqrt{5.96}}$$

$$t = \frac{5}{2.44}$$

$$t = 2.049$$

$$t_{obt} > t_{tab}$$

$$2.049 > 1.684$$

In this research, the result of t-obtained was 2.049 where the value of t-table was 1.684 at significance level of 0.05 and with one-tailed testing. Since the value of t-obtained was higher than the value of t-table ($2.049 > 1.684$), consequently the null

hypothesis (Ho) was rejected and the alternative (Ha) was accepted. It means that it was effective to teach reading comprehension through Think-Pair-Share Model to the the eleventh grade students of SMA Olahraga Negeri Sriwijaya Palembang.

Interpretation

Based on the degree of freedom (df) to numerator and denominator is 37. In the 0.05 level significance, F-table should exceed 1.86 as its critical value. F-test was smaller than F-table ($1.21 < 1.86$). So, variance of pre-test in experimental group and control group was homogeneous. It mean that the students' average ability in reading before used scaffolded reading experience in experimental group and control group used traditional method has same level. The students' average scores of post-test in experimental group were 80. The highest score was 100 reached by three students and the lowest score was 60 reached by one students. The students' average scores of post-test in control group were 75. The highest score was 90 reached by four students and the lowest score was 55 reached by three students. It means there is significance different between the students' post-test in experimental group scores and the post-test in control group scores. The students' scores in the post-test in experimental group were significantly higher

than those in the post-test in control group. In other words, the treatment that was given to the students can influence their ability in reading comprehension.

Besides, the t-obtained showed that the alternative hypothesis with 0.05 of significance level was accepted, because the result of the calculation of the independent t-test formula was 2.049, t-obtained was higher than the critical value 1.684. It means that it was effective to teach reading comprehension through Think-Pair-Share Model to the the eleventh grade students of SMA Olahraga Negeri Sriwijaya Palembang.

Conclusion

Based on the findings described, the students' average score of experimental group in post-test was 80. The students' average score of control group in post-test was 75. The critical value at 0.05 significance level with df 37 was 1.684 and t-obtained 2.049. It means that t-obtained was higher than t table 1.684 as critical value. Consequently, the null hypothesis (H_a) was accepted and the alternative hypothesis (H_o) was rejected. It could be concluded that, teaching reading comprehension by Think-Pair-Share Model to the the eleventh grade students of SMA Olahraga Negeri Sriwijaya Palembang was effective.

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