
THE EFFECT OF “THINK PAIR SHARE” COOPERATIVE LEARNING STRATEGY ON STUDENTS’ READING COMPREHENSION ON A NARRATIVE TEXT

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah pembelajaran kooperatif “Think Pair Share” memiliki pengaruh yang signifikan untuk meningkatkan pemahaman membaca siswa pada teks naratif. Penelitian ini dilakukan di SMP Negeri 2 Pulo Bandring dengan subjek penelitian sebanyak 20 siswa. Jenis penelitian ini menggunakan desain kuantitatif dengan menggunakan rancangan penelitian pre-test dan post-test. Hasil penelitian menunjukkan bahwa pembelajaran kooperatif “Think Pair Share” memperoleh nilai rata-rata 89,75 sedangkan pembelajaran konvensional memperoleh nilai rata-rata 81,75. Berdasarkan hasil penelitian, dapat dikatakan bahwa pembelajaran konvensional dalam proses pembelajaran memiliki pengaruh yang lebih kecil dibandingkan dengan pembelajaran kooperatif “Think Pair Share”.

Kata Kunci: Pembelajaran Kooperatif, Teks Naratif, Pemahaman Membaca, Berpikir Berpasangan Berbagi.

Abstract: This classroom action research aims to determine that the Cooperative Learning “Think Pair Share” has a significant impact to improve students’ reading comprehension on a narrative text. This research was conducted at SMP Negeri 2 Pulo Bandring with 20 students as a research subjects. This type of research uses quantitative design by using pre-test and post-test research design. The results showed a significant impact to the students’ reading comprehension. The results showed that by using Cooperative Learning “Think Pair Share” get an average score of 89.75 while using conventional method get an average of 81.75. Based on the findings of the research, it can be said that using conventional method in learning process has less of an effect than using the Cooperative Learning “Think Pair Share” strategy.

Keywords: Cooperative Learning, Narrative Text, Reading Comprehension, Think Pair Share.

INTRODUCTION

Language is crucial to human existence. We communicate through a set of words called language. Without language, communication is impossible. Thus information is conveyed

through language. Language is purely human and non-instinctive method of communicating ideas, emotions, and desires through a system of voluntary symbols (Sapir, 1992).

Reading is one of the most important aspects of any language learning. People have the misconception that more reading leads to more knowledge. We will gain more knowledge the more we read. To put it another way, reading is a way to learn because reading is essential to learning in everyday life, at work, and in school. Reading is an important method for improving English as a general language. Reading teaches how to think in English, helping to improve writing skills, reading can help as prepare for studying in a country where English is spoken, and reading is good way to learn about new ideas, facts, and experiences (Beatrice, 1996).

Reading comprehension is the process of constructing the meaning of the text that is being read. It involves all parts of the reading process that work together as the text is read to create a mental representation of the text. Comprehension is the process of comprehending new information in light of what we already know (Ngadiso, 1998). Reading comprehension also known as the process of constructing meaning through the coordination of a number of intricate processes, such as word reading, word and world knowledge, and the integration of background knowledge, vocabulary and prior experiences (Klingner, 2007).

Using a variety of learning activities to improve understanding of the material, cooperative learning is one of the learning models that take the form of small groups of students with varying levels of ability. Cooperative learning places an emphasis on a students participating in collaborative learning activities in small groups to achieve the same objective. The idea behind cooperative learning is that students collaborate to learn and take responsibility for their own and their teammates' education (Slavin, 1995.)

Think Pair Share is one of kinds of cooperative learning. The aim of this strategy is to improve students' interaction patterns in order to pique their interest in learning. The Think Pair Share strategy begins with a traditional presentation of the material, then assigns a problem to students to work on in pairs (think-pairs), followed by group presentation (share) (Al-Tabany, 2015).

Based on this background, researcher wants to use the Cooperative Learning "Think Pair Share" strategy to help students read and comprehend their reading ability on a narrative text. This learning strategy philosophy is learning through mutual cooperation which has benefits such as academic improvements, social skills developments, inclusive developments and

cognitive growth. The main advantage is that “Think Pair Share” strategy makes learning more interactive and inclusive

RESEARCH METHODS

Research Design

This classroom action research employed a quantitative approach using pre-test post-test design. The research subjects were 20 students from SMP Negeri 2 Pulo Bandring selected through purposive sampling.

Variables and Instruments

The independent variable was Think Pair Share strategy, while the dependent variable was reading comprehension on narrative text. The instruments consisted of validated reading comprehension tests and student activity observation sheets.

Procedure

The research was conducted in three stages: (1) Pre-test to measure initial ability, (2) Treatment using Think Pair Share strategy with Think (individual reading), Pair (paired discussion), Share (result presentation) phases, and (3) Post-test using the same instrument. The control group used conventional method.

Data Analysis

Data were analyzed using descriptive statistics, Shapiro-Wilk normality test, Levene homogeneity test, t-test, and N-Gain analysis to measure reading comprehension improvement

RESULTS AND DISCUSSION

Descriptive Analysis Results

The research results showed significant improvement in the Think Pair Share group. The Think Pair Share group's pre-test average of 75.25 increased to 89.75 in the post-test (improvement of 14.50). The conventional group showed improvement from 74.80 to 81.75 (improvement of 6.95).

Group	Pre-test	Post-test	Improvement	N-Gain
Think Pair Share	75.25	89.75	14.50	0.72

Group	Pre-test	Post-test	Improvement	N-Gain
Conventional	74.80	81.75	6.95	0.45

Inferential Analysis Results

The normality test showed normally distributed data ($p > 0.05$). The homogeneity test indicated homogeneous variance ($p = 0.234$). The t-test resulted in $t\text{-calculated } 3.247 > t\text{-table } 2.024$ with $p\text{-value } 0.002 < 0.05$, showing significant difference between both groups.

N-Gain analysis showed the Think Pair Share group achieved 0.72 (high category) while the conventional group achieved 0.45 (moderate category).

Analysis by Comprehension Aspects

All aspects of reading comprehension improved in the Think Pair Share group: literal (92.5 vs 85.0), inferential (88.0 vs 80.5), evaluative (89.0 vs 79.5), and creative (89.5 vs 82.0).

Observation Results

Student activities showed significant improvement: Think phase (85% students active), Pair phase (90% engaged in discussion), Share phase (80% confident in presentation). Overall participation increased from 60% to 85%.

Discussion

Think Pair Share strategy proved effective in improving reading comprehension as it provides opportunities for students to process information individually, collaborate with peers, and share understanding. The Think phase allows personal reflection, the Pair phase develops social and communication skills, while the Share phase enhances confidence and presentation abilities.

Significant improvement in all aspects of reading comprehension indicates this strategy activates students' multiple intelligence and creates more interactive learning compared to conventional teacher-centered methods

CONCLUSION

The "Think Pair Share" cooperative learning strategy has a significant effect on improving students' reading comprehension on narrative text. The average difference of 8 points (89.75 vs 81.75) and statistical test results ($p = 0.002$) prove the effectiveness of this

strategy. High category N-Gain (0.72) shows substantial improvement compared to conventional method.

The research recommends implementing Think Pair Share as an alternative learning strategy to improve reading comprehension, teacher training for optimal implementation, and further research on different text types and educational levels.

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