

USING TPS (THINK PAIR SHARE) TEACHING TECHNIQUE TO SIGNIFY STUDENT LEARNING INTEREST IN READING COMPREHENSION FOR SEVENTH GRADE STUDENTS

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Abstract

This research investigates the effectiveness of the Think Pair Share (TPS) teaching technique in enhancing seventh-grade students' interest in reading comprehension at SMP Al-Azhar Jombang. The instruments used were an English descriptive reading test and a questionnaire. Data from pre-tests and post-tests were analyzed using SPSS software to calculate the mean and standard deviation (S.D.). The questionnaire analysis was used to assess students' attitudes towards TPS in teaching reading comprehension. The study found that students' English reading comprehension improved significantly after using the TPS technique, and students held positive attitudes towards the TPS method. Future recommendations involve expanding the sample size, and adapting it for various grade levels, and other types of text.

Keywords: *Think-Pair-Share (TPS) technique, English reading comprehension, Descriptive text reading*

Abstrak

Penelitian ini menyelidiki efektivitas teknik pengajaran Think Pair Share (TPS) dalam meningkatkan minat pemahaman membaca siswa kelas tujuh di SMP Al-Azhar Jombang. Instrumen yang digunakan adalah tes membaca deskriptif bahasa Inggris dan kuesioner. Data dari pre-test dan post-test dianalisis menggunakan perangkat lunak SPSS untuk menghitung nilai rata-rata dan standar deviasi (S.D.). Analisis kuesioner digunakan untuk menilai sikap siswa terhadap TPS dalam pengajaran pemahaman membaca. Studi ini menemukan bahwa pemahaman membaca bahasa Inggris siswa meningkat secara signifikan setelah menggunakan teknik TPS, dan siswa memiliki sikap positif terhadap metode TPS. Rekomendasi untuk penelitian di masa depan meliputi memperluas ukuran sampel, mengadaptasi teknik ini untuk berbagai tingkat kelas, dan jenis teks lainnya.

Kata kunci : Teknik Think-Pair-Share (TPS), Pemahaman membaca bahasa Inggris, Membaca teks deskriptif

A. INTRODUCTION

Education is fundamental for the development of any nation. In education, the processes and methods of learning carried out at school often determine the success of students in understanding the subjects presented, particularly in English. This subject has an important role in everyday life, both in communicating, pursuing higher education, and in the professional world. There are four skill to mastering English listening, speaking, writing and reading. All four skill is important and become the vital role of the communication. Notably, reading skills (Al-Jarf, 2021), that become instrumental in enhancing spelling, writing, and vocabulary.

Several previous studies have shown that a strong interest in reading has a positive impact on learning achievement (Abid et al., 2023); (Al-Jarf, 2021); (Sum et al., 2023); (Ehsan & Sultana, 2020). However according to the results of the 2018 Programme for International Student Assessment (PISA) survey, it is evident that the reading ability of Indonesian students ranks 63rd out of 79 participating countries. Which can be consider as very low proficiency. Reading is complex activity which have various goals and issue. Reading can be categorized based on the goals and one of them is reading comprehension. Comprehending English is a difficult thing for students if they are does not have basic knowledge, especially in comprehending reading text.

This research focuses on strategies to enhance students' motivation to comprehend English text and reading especially in Descriptive text. (Badar, 2017) argues that one of the challenges teachers in conducting teaching is how to effectively motivate and nurture students. Therefore, it can be concluded that selecting an effective learning strategy can impact the process and learning outcomes of students. There are several methods of teaching that can increase student attention, one of which is the Think Pair Share teaching technique (TPS). TPS is a technique that collaborate student to work together to solve a problem. Think-Pair-Share strategy is an excellent approach to improving student interest in English reading comprehension by encouraging active engagement

The Researcher aims to prove the impact of teaching technique on enhancing students' interest in learning reading comprehension, specifically through the use of the think pair share learning technique. The researcher conducted an interview with English teachers from SMP Al Azhar Jombang. They explained that many students are still unable to comprehend the meaning and purpose of the English text they read. Many students struggle with reading English texts because they are not accustomed to it and find it boring, which diminishes their interest in the activity. Based on the research

by (Damayanti, 2022; Siam & Indah, 2021; Thanakong, 2022) have proven that the TPS approach is highly effective enhances students' enthusiasm and interest in reading activities.

In conclusion Think Pair Share (TPS) is a technique that teacher can use to improve students' interest in reading performance for Descriptive text. This strategy will be chosen to know the significance for the students leaning interest in comprehension in English Descriptive Text.

B. RESEARCH METHODE

This research employs a pre-experimental research design, specifically a one-group pre-test-post-test design with quantitative approach. In this study, the one-group pre-test-post-test design is used to assess the effectiveness of the Think-Pair-Share (TPS) teaching technique in significate student interest in reading comprehension among 15 seventh-grade students at SMP Al- Azhar Jombang. By comparing students reading skill before and after using TPS teaching technique, the study aims to provide insights into the potential benefits of the TPS technique and to guide future research on more rigorous pre-experimental designs.

This research utilized two variables: an independent variable (X) and a dependent variable (Y). The independent variable was the use of Think Pair Share (TPS) teaching technique (X), and the dependent variable (Y) were student reading comprehension. Reading comprehension refers to ability for understanding a descriptive text. The score referred to in this research are the scores obtained by students in the initial test (pretest) and the scores obtained by students in the final test (posttest) and questionnaire.

There are 5 meetings required in order to complete this experiment. The first meeting (Meeting 1) served as a pre-test to assess the level of group homogeneity. Meetings 2-4 were the following three meetings used for the treat effect of think pair share (TPS) teaching technique. A post-test treatment was done on the meeting 5 or final meetings. The post-test treatment including the post-test for reading comprehension test and attitude questionnaire. To measure student opinions, researchers developed a questionnaire. The questionnaire used a 5-point scale and consisted of 15 statements The reading comprehension test's content validity was then determined by the two experts: The class teachers.

The analysis of data for this research involves a structured approach to evaluate the impact of the Think-Pair-Share (TPS) teaching technique on seventh-grade students' interest and proficiency in reading comprehension. Pretest scores will establish a baseline, while post test scores will capture any changes following the implementation of the TPS method. Descriptive statistics will be used to

summarize and describe the data. Measures such as mean, median, and standard deviation will be calculated for both pretest and posttest scores. To evaluate the effectiveness of the TPS technique, a paired samples t-test will be conducted. This statistical analysis will compare the mean scores from the pretest and posttest to determine if there is a significant difference due to the TPS intervention. The analysis will be carried out using SPSS software. The results will include the t-value, degrees of freedom (df), and significance level (p-value). A p-value below 0.05 will indicate a statistically significant improvement in scores, validating the effectiveness of the TPS method.

In conclusion, the comprehensive data analysis approach, which includes descriptive statistics, paired samples t-test, normality and homogeneity, and reliability and validity checks, will provide strong evidence on the effectiveness of the TPS teaching technique.

C. FINDING AND DISCUSSION

Regarding the first objective to compare participants' English reading skills before and after using TPS in seventh-grade student, the pretest and post-test score were analyze using descriptive statistic to determine the mean score and SD (standard deviation). The statistical analysis score shows that the overall score of post-test score was significantly higher that the pre-test score.

Tabel 1. Pre test Post test Score

No	Name	Total score		Mean
		Pretest	Posttest	
	AF	70	90	80
	AFR	65	80	72.5
	AH	60	85	72.5
	CAF	45	70	57.5
	CH	50	75	62.5
	DV	70	90	80
	DIN	40	65	52.5
	DEB	50	75	62.5
	JMC	65	80	72.5
	MIK	55	75	65
	MRF	65	70	67.5
	NVA	60	90	75

RAB	40	70	55
SLY	65	85	75
SMN	60	80	70
Total	860	1180	
Mean	57.3333	78,6667	

According to the results of the pre-test and post-test conducted. The average posttest score of 78.6667 marked a notable rise from the pretest average of 57.3333, highlighting significant performance enhancement. The posttest scores, which varied from 65 to 90, reinforced this improvement. Statistical analysis showed a t-value of -12.911 and a p-value below 0.001, indicating a statistically significant difference in the means between the pretest and posttest scores. The p-value, being less than 0.05, supports the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho), suggesting that the score improvement is likely attributed to the TPS intervention rather than random chance.

Tabel 2. Paired Sample Test

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRE TEST - POST TEST	-21.33333	6.39940	1.65232	-24.87721	-17.78946	-12.911	14	<.001	<.001

Feedback on questions regarding the Think-Pair-Share (TPS) technique, such as its impact on reading comprehension and idea generation, was highly positive. For example, the statement "I believe the Think-Pair-Share technique enhances my reading comprehension skills" received a score of 70 with an average of 4.67, indicating strong agreement. Similarly high ratings were given for questions about improving vocabulary and participating in class activities, underscoring the effectiveness of the TPS technique in improving various aspects of students' learning experiences.

Tabel 3. Questioner Score

No	Question	Total Score	Mean Score	Category
1	I enjoy reading descriptive texts in class.	66	4.4	Strongly Agree
2	Descriptive texts can be boring or uninteresting.	18	1.2	Strongly Disagree

3	I would like more class activities that involve analyzing descriptive texts	66	4.4	Strongly Agree
4	I find descriptive texts to be difficult to understand.	18	1.2	Strongly Disagree
5	I think the texts motivate me to improve my reading comprehension skills	74	4.93	Strongly Agree
6	I think the Think-Pair-Share technique helps me to improve my reading comprehension skills	70	4.67	Strongly Agree
7	I think the Think-Pair-Share technique helps me to get more ideas for my speaking practice.	74	4.93	Strongly Agree
8	I think the Think-Pair-Share technique helps me to improve my vocabulary knowledge	67	4.47	Strongly Agree
9	I feel more engaged in class activities when we use the TPS technique.	67	4.47	Strongly Agree
10	I sometimes feel shy or embarrassed to share my ideas in the 'Share' phase.	24	1.6	Disagree
11	I think the Think step helps me to improve my reading comprehension skills	68	4.53	Strongly Agree
12	I think the Pair step helps me to improve my reading comprehension skills	71	4.73	Strongly Agree
13	I think the Share step helps me to improve my reading comprehension skills	74	4.93	Strongly Agree

D. CONCLUSION

In conclusion, the research demonstrates that the Think-Pair-Share (TPS) teaching technique significantly enhances students' reading comprehension in descriptive texts. The pretest and posttest

scores, analyzed using descriptive statistics, show a notable improvement. Specifically, the average posttest score (78.6667) was significantly higher than the average pretest score (57.3333), indicating a substantial increase in performance following the TPS intervention.

Additionally, student feedback is consistent with the quantitative data, showing a strong positive reception to the TPS approach. For example, the statement "I believe the Think-Pair-Share technique enhances my reading comprehension skills" received an average score of 4.67 out of 5, indicating strong agreement. Similarly high ratings were observed for the impact of TPS on vocabulary improvement and class participation.

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