THINK PAIR SHARE WITH AUTHENTIC PICTURES IN READING COMPREHENSION CLASS

Ni Nengah Dwi Antari[1], Dewa Ayu Ari Wiryadi Joni[2], Ni Wayan Krismayani[3]
[1,2,3] Universitas Mahasaraswati Denpasar
Email: dwiantari07@gmail.com. wiryadi_joni@unmas.ac.id. chrismayani@unmas.ac.id.

ABSTRAK
        This study was done based on the result of the observation and pre-test which showed that most of the students in SMP Negeri 3 Sukawati faced problem in reading comprehension. The students had difficulty in identifying general information, specific information, textual meaning and textual reference of the text. The researcher engaged 38 students in two cycles of classroom action research. The pre-test, post-test, and questionnaire were the research tools. By comparing the outcomes of the pre-test and post-test, the data were examined. The outcome revealed that the subjects' reading comprehension scores were rising. A questionnaire that was sent out at the conclusion of the previous cycle as further evidence revealed favorable answers to the application of the think-pair-share technique with an image. Pre-test scores were 52.10, post-test scores were 65.07, and post-test scores were 80.07. It is possible to draw the conclusion that the think-pair-share method can enhance the reading comprehension of SMP Negeri 3 Sukawati eighth graders in the academic year 2022/2023. This study provided empirical evidences of how think pair share with authentic pictures could be used in teaching reading comprehension.

Keywords: improving, reading comprehension, think pair share, authentic pictures

ABSTRAK
        Penelitian ini dilakukan berdasarkan hasil dari observasi dan tes awal yang menemukan bahwa siswa SMPN 3 Sukawati mengalami permasalahan pada kemampuan membaca yaitu mengidentifikasi informasi umum, informasi khusus, makna tekstual dan makna rujukan. Penelitian ini dilakukan dalam 2 siklus kepada 38 siswa. Penelitian ini menggunakan instrumen berupa tes dan angket. Data diolah dan dianalisis dengan membandingkan skor dari tes awal dan tes akhir. Hasil yang ditemukan menunjukkan bahwa terdapat peningkatan skor yang signifikan yaitu dari 52,10 (tes awal) menjadi 65,07 (siklus I) dan 80,07 (sikuls II). Hasil angket juga menunjukkan bahwa siswa memberikan respon yang positif terhadap penggunaan Think Pair Share dengan gambar otentik dalam kelas membaca. Penelitian ini memberikan bukti empiris tentang bagaimana Think Pair Share dengan gambar otentik bisa digunakan untuk mengajar kemampuan membaca pada siswa sekolah menengah pertama.

Kata kunci: meningkatkan, kemampuan mebaca, Think Pair Share, gambar otentik

INTRODUCTION

It is acknowledged that reading is a crucial skill and that it is vital to future learning. Reading is the process of making sense of text. Reading is the process of receiving information that has been written down and provided by the author. This relates to the reader's capacity to understand the significance of the data presented in the written text. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. It is unquestionably a crucial task for gaining more language proficiency. Additionally, reading can help students use their time more efficiently. Instead of squandering time, they can obtain additional benefits from a reading activity.

According to Brown (2004:185), reading is likewise a skill that the teacher simply expects learners to acquire in learning a foreign language. He states the most natural activity in the world is reading. It is only

possible for readers to comprehend a text while they are reading if they have goals for their reading activity. If readers have goals for their reading activity, they will know what to do next from the reading activity. Reading the meaning of the text allows one to design or interpret the reading activity. When students read material that piques their attention, they make an effort to comprehend every word and comprehend its meaning.

Reading comprehension is a complex activity to understand the meaning of words. Klingner et al. (2007:8) state that reading comprehension involves much more than readers' response to a text. The main objective of reading, especially in terms of comprehension, is to be accomplished. Reading comprehension is a multi-component, highly complex process involving many interactions between readers and what they bring to the text as well as variables related to the text itself. It is also supported by Nation (2009:49), who states that reading is a source of learning and enjoyment. As a source of knowledge, it can help learners learn new vocabulary and grammar and encourage learners to learn more. When teaching reading, it is suggested to decide the students' reading comprehension needs, to confirm what students are reading and what they already know, making predictions, visualizing, making inferences, self-questioning, and summarizing (Krismayani and Menggo, 2022).

According to the observational study done with the eighth-graders at SMP Negeri 3 Sukawati, the students still had low reading achievement, especially when it came to identifying general information, specific information, textual meaning, and textual reference. The reading comprehension of the students varied significantly. The reading assignment was rarely completed by the kids since they had no interest in reading.

Therefore, the students could not comprehend the text well. They experienced major difficulties when identifying general information, specific information, textual meaning, and textual references. They did not know how to identify the main ideas of a paragraph, let alone finding textual references. Finding specific information and textual meaning were less difficult compared to the previous two. Thus, having less motivation in reading as well as difficult texts made them unable to comprehend the reading texts well. This has made most students become passive and unable to fully participate because they cannot follow the teaching and learning process well.

Deciding and implementing a teaching technique, authentic assessment and media is an important skill for teachers (Astawa et.al., 2020). To solve this situation, the researcher proposed to use Think Pair Share with authentic pictures. The eighth-graders at SMP Negeri 3 Sukawati may find the Think Pair Share strategy to be useful as an alternative tool to enhance their reading comprehension. Students can identify general information, specific information, textual meaning, and textual references of the reading text by using the Think Pair Share technique. The students were instructed to think independently and discuss questions provided by the researcher during Think Pair Share. The students were then asked to express their opinions. As a consequence, students were able to express their opinions, which might be regarded as a reasonable and suitable teaching method for action research in the classroom.

Think Pair Share is a strategy used to motivate children to read actively and critically. Using this strategy enables students to pose pertinent questions as the readers accurately reply to the passage's solution. This strategy not only improves reading comprehension but also stimulates creative

thinking (Budiarta and Krismayani, 2014). In addition, authentic pictures are used to support the use of this technique in reading classes. Pictures can be very powerful to give a prior image on what the text would be about and avoid boredom in classroom settings (Joni, 2016).

This technique will create an exciting teaching-learning process in the classroom that helps the students to comprehend the reading texts well.

RESEARCH METHODS

The subject of this study was taken from class VIII E students of SMP Negeri 3 Sukawati. There were 38 students, which consisted of 20 females and 18 males.

This present study used Classroom Action Research Design. The design is intended to make improvement the students' writing skills. According to Mertler in Ary et al. (2010:514), Action research is collaborative and encourages educators to communicate and cooperate in powerful ways, involving them as essential, active participants in the process.

This research followed the principle working of classroom action research that contained four stages; those were Planning, Implementation of Action, observation, and Reflection. There were several instruments that were used in this study such as lesson plans, worksheets, observation notes, scoring rubric, tests and questionnaire.

The pre-test and post-tests data were analyzed by using the mean score formula. The mean score was the total scores divided by the total number of the subjects under study; the formula could be drawn as follows:

Formula: $M = \frac{\Sigma x}{N}$

Information:

M = Mean of score test

$\Sigma \chi$ = Total score

N = Number of samples

The results of the questionnaire were intended to find out the percentage of the subjects' responses of the technique applied. Moreover, it was timed hundred percent as the following percentage of an item:

Percentage $= \frac{(Total\ responses\ an\ item)}{(Total\ response\ on\ all\ items)}$ x 100%

Furthermore, the success indicator is the identification that determine whether the study should be continued or it could be ended. It refers to the minimum passing grade based on 2013 curriculum. The minimum passing grade in SMP Negeri 3 Sukawati for English was 70 points.

FINDINGS AND DISCUSSION

The pre-test was followed by 38 subjects and the mean score of the pre-test was 52.10. It meant that the subjects' reading comprehension was still low. Moreover, among 38 subjects who did the pre-test, and none of the subjects passed the minimum passing grade that was 70. Therefore, the researcher decided to conduct cycle I.

The mean score of post-test 1 was 65.07. It could be seen that the mean scores of the post-test in cycle 1 showed that from 38 subjects, 15 subjects had achieved the minimum passing grade of the eighth grade students of SMPN 3 Sukawati that was 70. However, when it came to distinguishing between general information, specialized information, textual meaning, and textual reference, the participants were still unsure. Since cycle I's final session was session 2, the success indicator for the first cycle had not yet been met. In order to obtain a better increase in the subjects' reading comprehension, the researcher chose to continue this study into a second cycle. It was

designed in a more enhanced manner in order to obtain better results.

Based on the observation done during the process in cycle I, it was seen that the students were able to identify the specific information. They comprehended the content of the texts as they were able to find the answers related to why, where, and who types of questions. Moreover, with the help of the use of authentic pictures, they got prior information about what the text was about before reading it. It helped them because having seen the picture, they knew what the expected content of the texts (Joni and Dharmayanti, 2021). Likewise, having a media such as pictures in teaching helps students to comprehend the materials well (Joni, Perbawa & Dewi, 2021).

However, when identifying main ideas of a certain paragraph, they tended to paste one of the sentences in the paragraph without knowing that it was false. The same thing went to finding out the textual reference and textual meaning of words. Thus, the study was continued to cycle II.

Based on the data resulted in the post-test of cycle II, it showed the significant improvements of the subjects under study. The mean score of post-test 2 was 80.22. The mean score from the second post-test revealed that Think Pair Share was beneficial in raising the subjects' reading comprehension. Additionally, they were more engaged and attentive while studying and instructing in the classroom. Working in pairs, the students were able to identify general information, specialized information, textual meaning, and textual references. It could be seen from the mean score of the post-test in cycle II which showed that from 38 subjects, 33 subjects had achieved the minimum passing grade of the eighth grade students of SMPN 3 Sukawati that was 70.

When teaching reading comprehension, the teacher let all students get involved in the process. The students were paired based on their previous performances. The students with high achievement were paired with the low achievement in order to give them the same opportunity to participate (Krismayani, 2015). In addition, the use of authentic pictures helped students to imagine what text talked about as media such as pictures can give a realistic view which the students can predict.

Moreover, working together more intensively with pairs let them gain more comprehension related to reading texts. This caused the students feel safer because working in groups made them feel secured rather than working individually (Dharmayanti and Joni, 2014; Joni and Dharmayanti, 2015). They discussed and shared their difficulties when identifying general information such as main idea of a paragraph. In addition, they helped each other when finding the synonyms and antonyms of the words (textual meaning), and finding the referencing of the persons (textual reference). Since these two aspects of reading are related to vocabulary mastery, the students may look up in dictionary or find the meaning based on the content of the text. They found the meanings in the text and the reference based on the previous stated subject. Therefore, the students must bring dictionary when learning vocabulary in order to know the words either (Yasmini, Joni & Kumara, 2022).

Having accustomed to vocabulary usage is also helpful when it comes to reading comprehension since vocabulary is one of language components. As found by Milla, Joni & Arsana (2022), vocabulary can affect students' English ability. Likewise, reading has a significant correlation with vocabulary (Dharmayanti and Joni, 2015). The students who have high vocabulary mastery may have

better chances in learning a language (Dwijanatha, Joni & Krismayani, 2022). Therefore, the aspects of reading, especially textual meaning and textual refences can be achieved well by the students because they comprehended the context dan the words.

The result of the questionnaire also showed that there were 44.09% of the subjects who strongly agreed; 44.41% of the subjects agreed; 10.46% of the subjects undecided; 0.88% of the subjects disagreed; and 0.12% the subjects strongly disagree on the implementation of Think Pair Share techniques. In addition, from the result of the questionnaire, it could be stated that most of the subjects gave positive responses about the implementation of Think Pair Share in improving reading comprehension in this classroom action study. The result of the questionnaire also supported the findings of major data of pre-test and post-test in cycle 1 and cycle II.

CONCLUSION AND SUGGESTION

The researcher employed classroom action research in the current study. Through Think Pair Share, it aided the subjects' improvement in reading comprehension. In the academic year 2022–2023, a study was done with eighth-graders at SMP Negeri 3 Sukawati. Based on the conclusions and the facts that had already been discussed, the research had made good progress. The test and questionnaire results revealed a satisfying outcome for the current investigation. The improvement in the students' reading comprehension skills was evidence of the success of the Think Pair Share Technique. The eighth-grade students at SMP Negeri 3 Sukawati might be said to have improved their reading comprehension through Think Pair Share.

The researcher also suggests that the eighth-grade English teachers at SMP Negeri

3 Sukawati employ the Think Pair Share to instruct their students in teaching reading comprehension. In order to teach reading, the teachers can use Think Pair Share activities such as locating general and specific information, literary references, and textual meaning. They anticipate that the research's findings will deepen their understanding of the approach used to teach reading comprehension. In order to avoid a dry teaching and learning process in the classroom and to keep the students engaged and comfortable, the teachers should design various activities. The students are more driven to increase their reading comprehension as a result. Reading comprehension would be enjoyable and interesting for the students.

REFERENCES

Absar. (2021). *Improving Students Reading Comprehension Through Think Pair Share Strategy of the Eight-Grade of PMDS Putra Palopo.* (Unpublished Thesis): Institut Agama Islam Negeri Palopo, Palopo.

Arends, R. (2012). *Learnig to Teach. Tenth Edition.* New York: McGraw-Hill Education.

Astawa, I. N., Mantra, I. B. N., Widhiasih, L. K. S., & Joni, D. A. A. W. (2020). UPGRADING ELEMETARY SCHOOL TEACHERS'COMPETENCE IN KLUNGKUNG DISTRIC IN DESIGNING AND IMPLEMENTING AUTHENTIC ASSESSMENT. *Journal on Studies in English Language Teaching (JOSELT)*, *1*(1).

Bailey, A. &. (n.d.). *Formative Assessment for Literacy, Grades K-6: Building reading and academic language skills across the curriculum.* Thousand Oaks:

CA: Corwin/Sage Press.

Budiarta, I. K., & Krismayani, N. W. (2014). Improving speaking skill and developing character of the students through collaboration of think-pair-share and the concept of tri kaya parisudha. *Jurnal Santiaji Pendidikan (JSP)*, *4*(2).

Burns, A. (2010). *Doing Action Research in English Language Teaching: A. Guide for Practicioners.* New York: Routledge.

Carter, R. &. (2001). *Teaching English to Speakers of Other Languages.* Cambrigde: Cambrigde University.

Crawford, A. E. (2005). *Teaching and Learning Strategies for the Thinking Classroom.* New York: The International Debate Education Association.

Douglas, B. H. (2004). *Language Assessment Principles and Classroom Practices.* New York: Pearson Education Inc.

Dwigustini, R. &. (2020). Think Pair Share Technique to Promote Students' Reading Comprehension. *Ilmu Pendidikan* , 25-34.

Dharmayanti, P. A. P., & Joni, D. A. A. W. (2015). EFEKTIVITAS REDW STRATEGY DAN KEMAMPUAN KOSAKATA TERHADAP KEMAMPUAN MEMBACA DALAM READING CLASS ACTIVITY. *SPHOTA: Jurnal Linguistik dan Sastra*, *7*(2).

Dharmayanti, P. A. P., & Joni, D. A. A. W. (2014). EFEKTIVITAS MODIFIED COLABORATIVE STRATEGIC READING DALAM READING CLASS ACTIVITY. *Jurnal Santiaji Pendidikan (JSP)*, *4*(2).

Dwijanatha, D. M. M., Joni, D. A. A. W., & Krismayani, N. W. (2022). THE CORRELATION BETWEEN VOCABULARY MASTERY AND DESCRIPTIVE WRITING ABILITY OF THE TENTH GRADE STUDENTS. *Journal on Studies in English Language Teaching (JOSELT)*, *3*(2), 28-33.

Joni, D. A. A. W. (2016). GALLERY WALK DIKOLABORASIKAN DENGAN GRAFFITI DALAM ARGUMENTATIVE SPEAKING CLASS. *Prosiding Semnas Hasil Penelitian Tahun 2016* (pp 44- 52).

Joni, D. A. A. W., & Dharmayanti, P. A. P. (2021). The Use of Tell-Show Strategy Supported with Pictures in Online Writing Classes during Covid-19 Pandemic. *Journal on Studies in English Language Teaching (JOSELT)*, *2*(1), 17-25.

Joni, D. A. A. W., Perbawa, I. K. S. L. P., & Dewi, L. D. K. (2021, December). PEMANFAATAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI SEBAGAI UPAYA OPTIMALISASI KEGIATAN BELAJAR MENGAJAR DI SD NO. 3 KEROBOKAN KELOD. In *PROSIDING SEMINAR REGIONAL Pengabdian Kepada Masyarakat Universitas Mahasaraswati Denpasar di Masa Pandemi Covid-19 Tahun 2021* (pp. 694-701).

Joni, D. A. A. W., & Dharmayanti, P. A. P. (2015). IMPROVING STUDENTS' SPEAKING COMPETENCY THROUGH GROUP DISCUSSION STRATEGY. *SANTIAJI PENDIDIKAN (JSP)*, 5(1), 26 – 31.

Krismayani, N. W. (2015). The Application of Murder Technique to Improve Reading Comprehension. *SPHOTA: Jurnal Linguistik dan Sastra*, *7*(1).

Krismayani, N. W., & Menggo, S. (2022). Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension. *VELES: Voices of English Language Education Society*, *6*(2), 312-324.

Milla, R. R., Joni, D. A. A. W., &

Arsana, A. A. P. (2022). THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING SKILL. *Academic Journal on English Studies (AJOES)*, *2*(1), 80-86.

Sadoski, M. (2004). *Conceptual Foundations of Teaching Reading.* New York: The Guildford Press.

Septiani, R. (2017). *The Effect of Think-Pair-Share Strategy on the Ability of The First Year Students in Comprehending Descriptive Text at SMAN 1 Tempuling.* (Unpublished Thesis): Universitas Riau, Riau.

Yasmini, N. K. A., Joni, D. A. A. W., & Kumara, D. G. A. G. (2022). THE CORRELATION BETWEEN VOCABULARY MASTERY AND DESCRIPTIVE PARAGRAPH WRITING ABILITY OF THE EIGHTH GRADE STUDENTS. *Academic Journal on English Studies (AJOES)*, *2*(2), 115-120.

Westwood, P. (2001). *Reading and Learning Difficulties: Approaches to Teaching and Assessment.* Victoria: Aceer Press.

Widiya, R. D. (2013). Think Pair Share Technique to Promote Students' Reading Comprehension. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 25-33.