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THE IMPLEMENTATION OF COOPERATIVE LEARNING THINK PAIR SHARE STRATEGY IN TEACHING READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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Abstract

This study aimed to know the implementation of Cooperative learning Think Pair Share Strategy and students' response to teaching reading comprehension at SMP Negeri 1 Bandar Baru. This study used survey method with a qualitative approach. A qualitative research sample was not taken at random but instead, have to follow certain criteria. The Implementation of Think Pair Share strategy was in accordance with theory suggested by experts in cooperative learning, namely; 1) phase (Think) that leads students to think; 2) phase (pair) that leads students to work together and interact with each other; and 3) phase (share) Here students gain meaningful learning experience, they are accustomed to speaking in front of people, so the students who previously shy being personally brave and confident. Student response was very positive towards learning, students were active, enjoy and focus on learning. Cooperative learning arranges as an effort to increase student participation, facilitating students with experience, leadership attitudes and make decisions in groups that helpful for the students' lives outside of school.

Keywords: Reading comprehension, cooperative learning, think pair share strategy

Teaching reading is very important to prepare students to be able to obtain information and knowledge from each reading text more effectively. According to Dunkel (1988) "reading is a process involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another". Nunan (1999) considers reading as an active skill and unlike speaking, it is not something that every individual learns to do. He believes that "an enormous amount of time, money, and effort is spent teaching reading around the world". As soon as a child is exposed to a language he/she has to start with his/her reading skill. The crucial thing for becoming fluent readers is learning how to comprehend what they read.

Junior High School students must learn to read because reading is a skill needed to get information. This statement is related to the SMP curriculum issued by BSNP (2006). With adequate reading skills, students are expected to develop their knowledge of the specific context given to them to learn. They are also expected to be able to understand certain meanings in the text.

English teachers have made several efforts to teach students to read in obtaining adequate information. Starting from making teaching media to trying several methods, techniques, and strategies that are considered suitable for teaching, especially reading comprehension. But the

results still did not meet their expectations. Students are expected to be able to guess the main ideas, understand what they are reading, get implicit or explicit information and know about references from simple texts when the reading class is finished. Reading comprehension skills must be prepared before they continue their education to the next level. The satisfying results of teaching reading comprehension in middle school, which are often integrated with vocabulary, generally seem to be caused by many factors. One factor is that students do not master lexical languages. If students do not master vocabulary it is likely that they cannot understand the meaning of the words, so understanding the sentence becomes impossible for them. Thus, reading seems to be difficult and boring for them. If they do not like to read, they will not be able to improve their knowledge. Those who do not have enough vocabulary will experience obstacles in understanding what they read. In addition, the teacher does not consider the methods and techniques that must be applied in an effort to develop students' reading skills. Similarly, English teachers do not have enough knowledge about students' needs in reading, and the allotment of time assigned to teaching reading is not enough. In teaching reading in middle school, English language teachers are required to prepare their students with a good foundation regarding reading skills. This includes the skills of finding key ideas, certain information, word meanings and references (Penyusun BSNP, 2006), in order to help students achieve adequate abilities in reading English texts. Teachers are also responsible for preparing students who have the ability to read comprehension, especially to enable them to answer questions based on the reading text.

This study aims to describe (1) how the Think Pair share strategy is implemented in the classroom; (2) how students respond to the strategies applied in teaching reading comprehension.

Cooperative learning is a learning model using a grouping system consisting of several people who have heterogeneous abilities. Cooperative learning can have a positive impact on improving learning achievement, social relations, and can foster an attitude of accepting shortcomings of self and others. In addition, cooperative learning can accommodate students in learning to think, solve problems, and integrate knowledge with skills.

The Think Pair Share strategy was first developed by Lyman (1994) of the University of Maryland. This strategy was one of the strategies in cooperative learning models that were designed to influence patterns of student interaction.

The learning stages in the TPS strategy were:

1) Thinking (Thinking)

The teacher poses a problem or question associated with the lesson and asks students to use a few minutes to think about the answer.

2) Pairing (Pairing)

The teacher asks students to pair up and discuss what they have gained. It is hoped that the discussion can deepen the meaning of the answers that students have thought through intersubjective with their partners.

3) Sharing (Sharing)

The teacher asks couples to share with the whole class the results they have discussed. In this stage, a question and answer were expected that encourages the construction of knowledge in an integrative manner, so that students could find the structure of the knowledge learned.

Through the TPS strategy, students were trained on how to express opinions and students also learn to respect the opinions of others while still referring to the material/learning objectives. Therefore, the TPS strategy can help develop student accountability, because students must report each other's thoughts and share (discuss) with their partners, then the pairs must share with the whole class. The small number of group members encourages each member to be actively involved, so students who rarely or even never speak in front of the class at least provide ideas or answers

because of their partners. In the TPS strategy, students are required to be able to find and understand new concepts in learning material (student-oriented).

Reading is perceiving a written text in order to understand its contents. This can be done silently. The understanding that results is called reading comprehension (Richards, & Schmidt, 2013). Reading comprehension is understanding text written by capturing the information needed as efficiently as possible (Grellet, 1998). The reader reads the text to capture the author's ideas. In reading comprehension, students read, they must hold important information and concepts in their minds. They must process words, sentences, and paragraphs together to get the full meaning. Readers also have to associate relevant information that they already know.

Students are expected to be able to understand the ideas written in the reading text. To make students understand well, they must have the ability to understand texts and they will be able to express what they read in their own language. Barchers (1998) says understanding is a process by which the reader interprets the meaning of words using past experience and the language of knowledge. According to Barchers (1998), in the reading process, readers must understand the meaning of words not only in literal meaning but also in terms of context using their language knowledge or experience. To achieve perfect understanding, Dechant (1973) revealed twelve abilities, which were controlled by readers. Their abilities are: 1) To associate meaning with graphic symbols. 2) To understand words in context and to choose the meaning of context. 3) To read in thought units. 4) To understand the unit increases size: phrases, clauses, sentences, paragraphs, and the entire selection. 5) To get meaning words. 6) To choose an understanding of the main ideas. 7) To follow directions. 8) To draw conclusions. 9) To understand the author's organization. 10) To evaluate what is read. 11) To maintain ideas. 12) To apply ideas and to integrate them with one's past experience. According to them, the above abilities are basic things to understand, and that abilities are called comprehension skills. However, identification of understanding skills is only the first step. In short, reading with understanding means getting from what is read.

METHOD

This research was used as a descriptive qualitative method. Taylor (1975) define "qualitative methodology" as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. According to Bogdan & Biklen (1997) the background of research as a source of data consists of three aspects, namely (1) a special place in an institution; (2) certain groups of people; and (3) some activities at school. The data sources in this study were extracted from:

1. Events, namely the process of teaching and learning cooperative learning in the class of Junior High School (SMPN 1) Bandar Baru.
2. Informants, namely the principal, several students and English teachers at SMPN 1 Bandar Baru.
3. Documents, namely written information relating to cooperative learning at SMPN 1 Bandar Baru.

The method of data collection for this study was; class observation and interview. Observations were made to find out the teaching process of reading in class. This observation focuses on the strategies that the teacher applies in the classroom, how students respond to the strategies and material provided. Interviews are conducted with teachers and students, the results of interviews are used as additional data to support the results of observations. Interviews are needed to strengthen the research conclusions by elaborating on the results of observations that have been made before. Data is analyzed by describing, narrating teaching reading comprehension phenomena. Official documents are used to support data that has been found.

RESULT AND DISCUSSION

A. The Result

1. Application of Cooperative Learning through Think Pair Share Strategies in Teaching Reading Understanding

The study result of the learning process which was observed indirectly by the author, there were several things that become aspects of assessment in learning activities, namely aspects of teacher assessment. The aspects of the assessment concerning; the skills to open lessons, the quality of mastery of the material, the quality of the material explanation and skills to close the lesson.

1) Skills to open lessons

Opening students was an activity carried out by the teacher to create an atmosphere that is mentally prepared and raises the attention of students to be centered on things to be learned. The initial sentences spoken by the teacher are the determinants of the success of the entire course. Achieving the goal of teaching depends on the method of teaching the teacher at the beginning of the lesson. The whole plan and preparation before teaching can be useless if the teacher fails to introduce the lesson. In this case, what needs to be done first is to determine the right attitudes and interests among class members.

When starting and opening a lesson, the teacher first conditions students' readiness. The lesson will not start if students are still noisy/chatting. In addition, the teacher conditions the class's readiness by preparing all the needs during the learning process. Like preparing a laptop (belonging to a school) or other media, and instructing students to sit in an orderly and orderly manner. Before entering the core learning activities, the teacher explains in general about the material to be discussed, in order to arouse students' curiosity about the material to be studied.

2) Mastery of Teaching material

Teaching material is one of the important components in an educational curriculum that contains discussions about what will be learned in a learning process between teachers and students. A teacher must master the material that will be taught to students with various experiences and knowledge that they have so that the learning process goes well and reaches the desired goals.

Based on the results of observations obtained when the teacher explained the subject matter, the teacher mastered the teaching material well. When describing teaching material, the teacher connects the material with knowledge that is relevant to the daily lives of students so that students easily understand it well. The teacher also uses evidence in accordance with the material being taught as a reinforcement of the material.

3) Explanation of material

The use of the language spoken by the teacher when describing the material is quite clear and understood by all students. In cooperative learning, the teacher acts as a facilitator and oversees the course of learning. The teacher does not explain much about the material from the beginning to the end of the learning but the students are given the task to understand the material in full and can explain the results of the group work in front of the class. When the teacher explains the material to students equipped with illustrated stories so students are interested in commenting or responding to the story so that the atmosphere of learning comes alive.

4) Use of Variations in learning methods

The method is one of the tools to achieve the goal. By utilizing the method accurately, the teacher will be able to achieve the learning objectives. In teaching, teachers rarely use one method, because they realize that all methods have their advantages and disadvantages. The use of one method is more likely to produce boring learning activities for students. The way of teaching seems stiff. Students look less passionate about learning. Saturation and laziness cover student learning activities. This condition is very detrimental for teachers and students.

The use of variations in learning methods aims to make the learning atmosphere not rigid or monotonous. Teachers use cooperative learning Think Pair Share because this learning model does not only activate students in learning but students also get fully involved in learning activities.

Based on observations, the teacher takes several steps in teaching reading comprehension using Think Pair Share; The first step is to ask questions related to learning material. Second, he asks students to think about finding answers to the questions given by the teacher. Third, students are asked to discuss their answers with peers, where he asks them to share their ideas with each other. Fourth, the teacher asks students (each group) to report the discussion of the results in front of the class. he leads class discussions and each partner must provide the results of the discussion. Furthermore, at the core of this activity, the teacher guides students to the main problem and adds further information to students related to the topic discussion. then, the teacher makes a simple conclusion from mastery, finally, the teacher closes the class.

From the results of observations obtained, the teacher is skilled enough to run the Think Pair Share cooperative learning method that is applied during learning. The method applied is in accordance with the learning objectives that expect students to be able to explain and understand the material discussed.

5) Skills Closing lessons

Closing lessons is an activity carried out by the teacher to end the core activities of a lesson with the intention that students get a complete picture of the main subject matter learned. Closing must be considered as well as possible so that it fits and ends with a prayer.

Before learning ends, teachers and students together summarize the material discussed. The teacher reminds students to relearn the material that has been discussed because there will be a repeat in the next meeting. Then the teacher and students formulate keywords related to the subject so that students are easy to recall what they have learned.

2. Student Responses to Cooperative Learning with Think Pair Share Strategies on Reading Comprehension Teaching.

a. Enthusiastic students

The enthusiasm of students during learning takes place cooperative learning looks excited. At the beginning of the opening lesson, the majority of them were ready to study even though there were still some who were still talking to their peers. All students are quite eager to begin learning in class. In the initial learning activities, students are seen listening and paying attention to the talks delivered by the teacher.

b. Student activeness

When learning takes place there appears to be a dialogue between students and students and between students and teachers, this is because the learning system is conducted in a discussion (cooperative learning), so all students are active, interacting with their group friends. While the dialogue with the teacher is intertwined when students ask something they have not understood, for example asking how the division of tasks in the group.

Active students share with their group friends (Pair) the tasks that are part of it, then students are active to share with friends all who are in the class, that is visible at the time (share) them without having to be appointed by the teacher.

c. Student innovation

Student's curiosity arises when the material discussed is not understood by students, they try to find out, in this case (think), students' thinking activities will be honed so they will be more critical and find new ideas. In cooperative learning, cooperation in groups is needed so that the tasks given are easy and each individual does not carry too much burden.

d. Student Creativity

The existence of intellectual and emotional involvement of students in learning because each student is required to master the assigned material. In addition, students are encouraged to find out the concepts that are being studied through group discussions, by discussing students can exchange information about the material being studied. In discussion groups, students are given enough time to complete joint tasks. In other words, students are given the opportunity to take responsibility in their groups.

B. Discussion

Regarding the process of implementing the learning that takes place when applying cooperative learning. The researcher saw that the learning process carried out was quite good, and could be said to be in line with expectations. The Implementation of think Pair Share strategies that run was in accordance with the theory in cooperative learning, namely: 1) stage (Think) students are faced with appropriate questions so that the thought process is expected to automatically be built on students. This is important to note, considering by thinking a new understanding will be built; 2) During group discussions (pair stages) students do not feel burdened with the tasks given because they work together and interact with each other in their group members. Each group will give each other if there are members who do not understand; and 3) stages (Share), here students get a learning experience that is very meaningful, how not, students are required to report the results of their discussion in front of the class. The experience gained by students, in this case, is that they are accustomed to speaking in front of many people, so students who were previously shy become brave and confident individuals.

Cooperative groups have the same responsibility in completing group assignments because if someone is less concerned about the task is given then it greatly affects other group members. In other words, the division of tasks given to each group member must be mastered so that they can share or exchange information about the material he learned so that all the material can be fully understood by all group members, but if one member does not master the material specified then the group will not understand and will not be able to present the task given (unable to share).

Students' responses to learning are very positive, students seem to enjoy and focus during the learning process, even though the teacher is not fully involved in learning activities especially during group discussions, but students already have responsibility for the group. With cooperative learning, each student becomes more active and courageous in speaking or expressing opinions to his group mates. Because cooperative learning is arranged in an effort to increase student participation, facilitate students with experience, leadership attitudes and make decisions in groups, and provide opportunities for students to interact and learn with students with different backgrounds, so in cooperative learning, students play a dual role namely as a student or as a teacher. By working collaboratively to achieve a common goal, students will develop relationship skills with others that will be very beneficial for their lives outside of school (Trianto, 2007).

CONCLUSION

The implementation of cooperative learning methods through the Think Pair Share strategy used by teachers in teaching reading comprehension in Junior High School (SMPN 1) Bandar Baru is good, all stages in cooperative learning are practiced by the teacher well. At the stage (Think) students are asked to find answers to the questions given by the teacher so that the thinking process will automatically build on students. During group discussions (pair stages) students and groups, friends are asked to discuss the answers they find, by themselves the interaction between group members will be built. One of the advantages is that each group member will give each other if there are members who do not understand. In the last stage (Share), students are required to report

the results of their discussion in front of the class. The teacher also follows the teaching procedures starting from opening the lesson to closing the lesson.

Student response to cooperative learning through the think pair share strategy. This method was successfully applied by the teacher, although the conditions of the teaching and learning process of reading comprehension were not all in line with expectations, for example, there were still students who seemed unenthusiastic in the learning process. But in reality, the majority of students respond positively to the teaching and learning process in the classroom. They are truly actively involved in the teaching and learning process and are able to answer questions correctly, students are motivated and interested in learning especially in reading comprehension subjects.

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