



USING THE THINK-PAIR-SHARE STRATEGY IN TEACHING READING NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Based on the writer's experience, many students have not interested in reading text, they do not have motivation in reading and the students become passive in the class. Considering such problem, an appropriate strategy in teaching is needed to help students to improve their ability in reading. This paper aims at explaining how to implement think-pair-share strategy in reading narrative text. Think-pair-share strategy conducted students to do three phases. The students have "wait time" go review their background knowledge about the topic. Then the teacher divides the students to work in pair after answer the question individually. After that, each of students shares their answer and ideas in pair. Finally, the students present their discussion in front of the class individually. The objective of this paper is to help the students visualize their knowledge in the form of group work and improve student motivation and ability in reading narrative text.

Key words: Think-Pair-Share, Reading, Narrative Text

A. INTRODUCTION

English becomes one of international language which is widely used in many countries in the world. In Indonesia, English is considered as the foreign language. Jayadi (2004) points out that English as a foreign language is being made as a compulsory subject in secondary schools throughout Indonesia since 1945. In line with Jayadi, Muryani & Iman (2017), argue that English as a foreign language that should be taught by the teacher, including high school. Moreover, students are necessary to learn at least three languages; they are mother language, the national language and appropriate foreign language (Marlina, 2012). As a result, English is necessary for students in secondary school to learn besides their national language.

English has been decided as a required subject. According to Indonesian Ministry of Education and Culture 2013 curriculum, English teaching begins from junior high school. Based on KD (base competence) of the latest Indonesia 2013 curriculum, the students are required to understand the texts, both spoken and

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written. Thus, students are expected to be able to master English because it is very useful for students in learning process to achieve learning objectives.

There are many language components in English that should be learned and mastered by the students such as grammar and vocabulary. There are four skills in learning English namely listening, speaking, reading and writing. One skill of language teaching and learning process in junior high school students is reading. Reading becomes an essential part in learning the language because it provides many opportunities for students to study language such as: vocabulary, grammar, punctuation, and the way to construct sentences, paragraph, and texts.

By reading, the students also can get much information to enlarge their knowledge. Kustaryo (1998) also says that reading is one of the most important skills in learning language besides listening, speaking and writing. For Indonesian students this is a bridge to understand books that they have to read. Reading activity is one way to catch up information, to know enough science concepts, to know more knowledge, to understand scientific books and technology written in English language. In short, reading is an activity by which we can improve our general knowledge, get information and pleasure (Sriwahyuni, et al., 2014). Furthermore Grabe & Srtoller (2002) states that reading is the ability to draw meaning from the printed page and interpret the information appropriately.

Based on writer experience when teaching in SMK N 2 Painan, the writer found many students at first grade in SMK 2 Painan were not interested in reading because they always get some difficulties to know the information from the text. Furthermore, students who do not have good motivation to read felt the text was not interesting for them because they must keep on looking the words up in the dictionary to find out the meaning of the words. As a sequence, most of them became passive in the class, felt bored, and uninterested in learning process. These kinds of problem are faced by some students.

According to Anderson (2008) to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies makes students be more creative and become critical readers. There are some strategies to involve and engage students in reading activities. Collaborative learning is one of the strategies.

According to Laal (2012), collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. The students are challenged both socially and emotionally to hear the different ideas, then required to defend their ideas. The students begin to create their own conceptual framework about the topic that will be learned. In collaborative learning, students have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged (Srinivas in Laal, 2012).

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together (Smith & MacGregor, 1992). Collaborative learning is an essential method that has facilitated the students to work in groups with each other to have their common academic goal (Tint & Nyunt, 2015). Overall, collaborative

learning is a strategy that motivates the students to work and discuss in groups to achieve learning objectives. There are many techniques in collaborative learning. They are fishbowl, jigsaw, paired annotation, and think-pair-share (Tint & Nyunt, 2015:3).

In think-pair-share, as one of collaborative learning, students are required to work, share their ideas with others, consider peer responses, and gather in discussion. This strategy is one of the techniques that are expected to be a good answer to increase students' reading ability, especially in narrative text. According to 2013 curriculum, narrative text is taught to the eight grade students of Junior High School students. It means that they have to acquire the competence in reading monolog text.

Narrative text is a text which talks about a story in the past. This text has a lot of messages that unimplied and students need to understand it. According to Wahyuni & Badriah (2015) based on their result of observation at MTsN Kunir Blintar, most of the students admitted that they often felt bored when they had a read a text, especially uninteresting topic text. When they read a long text, they were not so interesting because they do not understand the meaning of the words used in the text. Think-pair-share strategy can help the students to solve this problem.

The focus of this technique typically to make the students read the texts fluently by themselves. Then, the students understand the purpose and identify the message of the text in pair to make them easy to understand the texts. This technique gives opportunity for the students to work alone also in a group by following the steps. By implementing this technique students' participation during the teaching and learning activities was increased (Kurniasih & Mahpul, 2017).

Barkley, et al., (2005) states that the steps for Think-pair-share strategy is think for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. According Lyman in Majid, et al. (2013), conveys that think-pair-share strategy (TPS) is a strategy for reading comprehension. It involved three stages of students' action. First stage is to initiate the session where the students are being provoked to think of the problem in hand. Students are given time to think through their own answers. Second stage is the students set the communication environment where the students identify their partners in the sharing session. The last stage, the students can exchange ideas, compare notes and improve their answer.

There are some previous researches related to think-pair-share (TPS), which were conducted by Wahyuni & Badriyah' (2015). Think-pair-share is effective to help the students to increase motivation and solidarity; it can also improve students' reading skill on narrative text. Muryani & Iman (2017) conclude that TPS can improve students' reading comprehension at SMA LTI IGM Palembang. In addition, TPS could increase the students' collaborative learning with their friends.

Besides helping students in English subject, TPS also be used in other subjects. There are two previous researches that were conducted by Indriyanti (2011) research shows that TPS was effective to improve students' motivation as well as students' achievement in studying biology. Then, Lee, C., Li, H & Shahril,

M. (2018) study shows that TPS creates opportunities for the students to express their difficulties in probability and they enjoyed communicating with the peers, which makes the lessons more enjoyable. This turn promoted students' self-efficacy, participation, understanding and enjoyment towards learning mathematics.

Hence, by using the TPS the students are given time to think their own answer before discussion go on, and the students have the opportunity to share the idea in pairs on with all members of the class. It can increase students' sense of participation and communication in classroom learning.

B. RESEARCH METHOD

Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and language (River, 1968). Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. Thus, reading is activity that used background knowledge to understand the message being conveyed by the text in order to expand the meaning (Nunan, 2003). There are many types in reading. Each type has a different advantages and disadvantages for the reader and it depends on what type of reading that is used by readers. According to Patel and Jain (2008), there are some types of reading. They are intensive reading, extensive reading, reading aloud and silent reading.

Schmidt and Richard (2002) states that that narrative text is the written or oral account of a real or fictional story and the e genre structure underlying stories. Furthermore, Crystal (2008) states that narrative is a story that is conveyed to the recipient and his telling requires a medium, it is converted into a sign. As well as Bal (2009), narrative text is a text that consists of story, whether in written or spoken form and has a chain of events. The events have related each other. The narratives have three stages; beginning, the events, and ending. The narrative is about how to compose the story, by starting with who the actor, what happens, where the event take place, how the event happens, and how the story end. Narrative can be oral and written. It can be real or fictional story.

Narrative is the kind of genre which has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways. The narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. The narrative text has a variation of stages. Generally, the generic structure of the narrative consists of three stages. The first is orientation. The second is complication and the last stage is resolution. In short, those stages must be integrated as a totality. Kagan (2009) mentions some benefits of Think-Pair-Share strategy. When students have appropriate think time, the quality of their response is improved. Students are actively engaged in thinking and thinking becomes more focused when it is discussed with a partner. The students' critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic. Many students find it easier or safer to have a discussion with other classmates, rather than with a large group. The materials for this strategy are not specific, so it can be easily incorporated into lessons.

C. DISCUSSION

1. Implementing Think-Pair-Share Strategy in Reading Narrative Text for Junior High School

In applying think-pair-share strategy in reading narrative text at junior high school students, the teacher divides the teaching process in three stages. They are pre-teaching activity, whilst teaching activities and post-teaching activities.

1. Pre-teaching activity

The teacher comes to the class and greets the students in order to open conversation with the students. Then checking the students' attendance list and looking at class environment. Next, the teacher gives paper about narrative text and asks the students to guess the topic that will be taught. The teacher motivates the students by telling the learning objectives and basic competence that should achieve at the end of the lesson. Then the teacher activates the students' existing knowledge based on the topic that will be taught and ask some questions relating to the topic.

2. Whilst-teaching activity

In this phase, the teacher leads the students to the main activity in the teaching learning process and also applies the think-pair-share strategy. The teacher guides the students by giving an example of narrative text to the students. In reading narrative text by using think-pair-share strategy, there are several steps in whilst teaching: observing, questioning, experimenting, associating and communicating.

In observing, the teacher shows the narrative text for the students as the teaching material. Then the teacher asks students to read the text individually in order to get information from the text/passage. The students read the text silently.

In questioning, the learning activity in this phase is the teacher asks questions about information that is not understood from the text or questions to obtain additional information. For example, the students may ask about unfamiliar words.

In the exploring, the teacher and students discuss about the social function, the structure of the text, language feature and moral value as well as narrative text. The teacher helps the students to answer the questions below the text and discuss it together.

In the associating, the teacher gives the narrative text for the students as an exercise. Then, the teacher asks the students to read the text again individually in order to get information from the text/passage. After reading the text, the teacher asks the students to answer the questions below the text. At this stage think-pair-share strategy will be conducted. The teacher gives the students several times "wait time" to help the students review their background knowledge that is related to the topic given. This is known as 'think' phase. After answering the questions, the teacher divides the students randomly into pairs ('pair' phase) in order to avoid the gap between high and low students. The teacher asks the students to discuss the questions from the text with the partners. Each pair should think and discuss each other. At this point, the students ask their partner's answer

about questions from the text. The students share their own answer; this is known as 'share' phase. They can defend their ideas or change it during the discussion.

In the communicating, when the students finished the discussion, the teacher calls on the students' randomly and asks them to share their answer in front of the class. The students convey their answer. If their answer is wrong, the teacher will ask other students for the right answer. Finally, after the students answer all questions, the teacher explains the material completely and discuss with all of the students.

3. Post-teaching activity

The teacher gives a chance for the students to ask questions if they still do not understand about the material yet. The teacher may give feedback. Then teacher also students conclude the lesson that has been learned together and ask students to submit their task. The last one, teacher gives homework for the students to see the students' understanding about what they have learned before.

The write found advantages of implementing TPS in reading narrative text for junior high school students. *First*, think-pair-share allows students to have "wait time" (McTighe & Lyman, 1988). Students are given a time to think through their own answers about the questions before they discuss it with their pair. The "wait time" helps students to review about their background knowledge that is related to the topic given by the teacher. By reviewing the background knowledge, students can brainstorm their ideas and then form it to get the best answer. Then, the limit of wait time makes students be more focus to quietly think about the questions in order to answer them. Additionally, by acquiring "wait time", teacher will be able to elicit more correct responses from their students without perceiving "wait time" as waste of their time, thus developing a generation of critical thinkers (Kaur and Singh, 2014).

Second, TPS helps in improving students' participation during discussion class. The discussion will not run well if the participants do not participate in the discussion. During discussion, students take a part in term of sharing ideas, asking questions and answering the questions. While working in pair, students share their ideas in order to know their friends' point of view about the topic. It helps them increase their knowledge because certainly each student has different ideas and thoughts.

Additionally, the strategy enhances students' communication in class discussion. In this strategy, the students work not only individually, but also as a team. At the first step, students read a passage about narrative text. Then they analyze the passage and try to answer the question in the worksheet that given individually. In the next step, they gather with others to make small group and share their ideas in order to get new knowledge that they have not discovered before and find the best answer.

In a group discussion, there is a fair possibility that the students improve their communication skills. In a group, while sharing their opinions and exchanging views with others, they will automatically improve their communication skills (Suprijono, 2011). In this step students' communication has improved. Each of the students has to share and express their ideas and opinions.

They help each other by sharing the ideas, opinion and thought to answer the questions and they give their respect and solidarity to others; it is important for their psychological development.

Last, students could explore their knowledge and be able to answer the questions that related to the topic. They could explore their knowledge and actively engaged in thinking; thinking becomes more focused when it is discussed with a partner, more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic; many students find it easier to safer to enter a discussion with another classmate, rather than with a large group; and when students have appropriate “thinking time”, the quality of their responses improves (Kagan, 2009). As the result, students’ ability in reading improved.

D. CONCLUSION AND SUGGESTIONS

Reading narrative text can be taught by applying think-pair-share strategy. It means that the teacher can use think-pair-share strategy in teaching reading narrative text. By applying this technique, the students can become interested, motivated and understand the narrative text well.

Teaching narrative text in the classroom by using think-pair-share strategy is divided by three stages. They are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching a teacher prepares students to get involved actively in the learning process and see the readiness of students to receive the material to be given. In whilst teaching, the teacher shows the narrative text and discusses it with students to get ideas or information. The teacher leads the students to read the text silently and ask them if they get difficult in some words. Then, the teacher explains about the definition, social function, generic structure and language features of narrative text. After that, the teacher gives the students the narrative text and asks them to read again. The teacher gives ‘wait time’ for students to get information from the text. Then, the teacher asks the students to answer the students and divides them into pair randomly. Each student shares their answer and discusses it. After finishing the discussion, the teacher calls the students to share their ideas in front of the class. Finally, in post-teaching, the teacher asks students to conclude the lesson and solves their difficulties.

From the conclusion above, it is suggested for teachers to use an appropriate material and strategy that can make the students interested in learning and improve their ability in reading narrative text and students are able to identify the generic structure, language feature and moral value from the text. Furthermore, the use of this strategy should encourage and motivate students in reading narrative text. Using think-pair-share strategy in reading narrative text can help students to organize their ideas and write their ideas in a good order. Before implementing this strategy, teachers should do some preparation. They need to choose and prepare the appropriate teaching material and media, understand the topics to be discussed in the classroom, make a lesson plan, and consider the time allocation for conducting the teaching-learning process.

In order to know the effectiveness of using think-pair-share strategy in reading narrative text, it is expected that there is further research on how think-pair-share strategy can be used to improve junior high school students' ability in reading narrative text.

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