

IMPLEMENTING THINK-PAIR-SHARE TECHNIQUE IN DISCUSSING KNOW ABOUT BUSINESS MODULE TO ENHANCE STUDENTS' ABILITY IN READING COMPREHENSION

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ABSTRACT

This study is completed to implement think-pair-share technique in discussing Know about Business module to enhance students' ability in reading comprehension. This study was triggered by phenomena found in the classroom where students cannot understand reading texts thoroughly especially when it comes to difficult words and relationship among sentences in the reading texts. The implementation of Know about Business module which has a topic of entrepreneurship is expected to improve students' learning interest especially in relation with reading skill. This study implements classroom action research methodology. In planning, teacher will prepare for a teaching scenario and learning materials which will be used in the classroom. In implementation, teacher will implement think-pair-share technique in Reading I course subject. During the think phase, teacher will give brainstorming questions so that students will be motivated to think critically. In this phase, students are now allowed to discuss with their friends. During the pair phase, students will gather in some small groups to further discuss the results of their critical thinking in the classroom. The next phase is share and it is when the students express their results of discussion in the classroom. The next phase of classroom action research is observation. In this phase, teacher will observe how the students' progress is after the implementation of think-pair-share. If students have made progress, teacher will go on to the final phase which is reflection. Results of the research showed that reading comprehension of 1A English department students at Politeknik Negeri Malang improved through the implementation think-pair-share technique using Know about Business module. Students' reading scores mean improved from 56.8 to 75.7 and all students could pass the reading comprehension passing grade. Results from the questionnaires also illustrated that students showed interests and enthusiasm in doing reading activities using think-pair-share techniques with the use of Know about Business module.

Key words: *cooperative learning, students' reading ability, entrepreneurship*

I. INTRODUCTION

Reading is one complex and paramount cognitive activity which is paramount for adequate functioning and for perceiving information in current society. It is one of English language skills which is defined as the ability to correlate elements of language with meaning. The aforementioned elements of language are what people commonly understand as words. Therefore, understanding a text through reading means understanding the definition of individual words in the text. However, reading still becomes one hard challenge for Indonesian students because many studies showed that Indonesia is in the 42nd position out of 45 countries in terms of favors in reading (PIRLS, 2012).

Reading is an important activity in every language. Reading is only incidentally visual, the reader then contributes more information by the print on the page (Brown, 2001). Reading enables people to seek for information from a variety of texts, written or printed information from newspapers, magazines, advertisements, and brochures. In reading activity, students are not only reading the text, but also trying to understand what they are currently reading. Leipzig (2001) states that reading requires words recognition, comprehension, and fluency. To understand all types of information in an array of the texts, it requires not only the reading activity, but also ability to understand the content. In addition, he states that without the ability to understand the text content, one is not able to absorb or comprehend a lot of information quickly, accurately, and easily. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students' reading comprehension that is still far from what is being expected.

Reading 1 is one of compulsory subjects which must be taken by all English study program students at Politeknik Negeri Malang and it is offered since the first semester of the students' enrollment. English study

program at Politeknik Negeri Malang mainly focuses its teaching and learning processes through the underlying topics namely translation, guiding, and tourism. It is expected that the students would not only be able to use English in a daily conversation but also to use English for entrepreneurship situation. This entrepreneurship topic is involved in the curriculum because government has decided to insert this in the teaching and learning process since 2010. Therefore, reading texts which are delivered to the students are expected to be related to entrepreneurship. This is one way to direct students to understand entrepreneurship situations through reading.

According to Mehisto, Marsh, and Frigols (2012) teaching languages and other subjects separate from one another, in a vacuum, does not produce optimal outcome. Both language and content teachers have already made important strides in revitalizing their teaching for this modern age within and even across their subjects. Content and Language Integrated Learning (CLIL) provides the opportunity to go a step further. It creates fusion between content and language across subjects and encourages independent and co-operative learning while building common purpose and forums for lifelong development. This provides significant added value for language learning.

Entrepreneurship education stimulates young people to think about entrepreneurship and the role of business community in economic and social development. Students also get an opportunity to analyze the changes taking place in their countries and are encouraged to consider self-employment and enterprise creation as a career choice. One example of resource which could be used to improve students' ability in reading comprehension related to entrepreneurship is *Know about Business* module.

Know about Business module is a series of module on entrepreneurship education published by International Labor Organization (ILO). The module is published to provide answers towards the importance of education and training for an entrepreneurial

society especially for entrepreneurship education in schools and technical vocational training institution. The objectives of the KAB modules are to (1) create awareness of enterprise and self-employment as a career option for students in secondary education and trainees in vocational and technical training institution; (2) develop positive attitudes towards enterprise and self-employment; (3) provide knowledge and practice of the required attributes and challenges for starting and operating a successful enterprise, particularly a small business.

However, in integrating both content and reading skill, students seem to have some difficulties such as vocabulary and meaning difficulties. This statement is along with what Richards and Renandya (2002) illustrates about reading strategy. They stated that reading activity includes bottom-up vocabulary strategies namely connecting what is currently read to readers' background knowledge. It could also mean that students need plans and outlines to solve some problems encountered while constructing meaning. Because of this activity of connecting vocabulary and meaning, students tend to work individually and read silently to deeply understand a particular text. They implicitly build a competition with each other to prove that they could understand better than each other.

In contrast, according to some research conducted by Depdiknas (2006), teaching and learning process of English should make students reach the functional level which is to be able to communicate and to solve problems both in written and oral contexts, including in reading comprehension. Students are supposed to take part in all aspects of English teaching and learning activities, especially in reading activities. The purpose of this integrated content and reading skill is to make students develop their spoken and written skills to reach the functional literacy level and have a deep understanding of the implications of English in global society.

In order to help students reaching this goal, students need to participate in all teaching and learning activities. Students are

not supposed to work individually anymore. One admirable way to stimulate students to participate in classroom activities is through think-pair-share. Think pair share technique is a cooperative learning technique which was introduced by Frank Lyman and his team of educators in Maryland, United States of America. It is one example of a learning strategy which is established to encourage and motivate students' classroom participation. Robertson (2006) stated that think-pair-share is a strategy designed to facilitate students to formulate their individual ideas and to share their ideas with other students. Think-pair-share technique encourages a high degree of students' response and helps students stay on track while doing some tasks. Therefore, this study is aimed at implementing think-pair-share technique in discussing Know about Business module to enhance students' reading ability.

Identifications of problems

The unsatisfactory result of the students' reading comprehension ability at Politeknik Negeri Malang might be stimulated by some problems. The pivotal cause could be the language text. Most of them do not understand vocabularies which are mentioned in a particular text and this problem causes them get difficulty in comprehending the text as a whole. They would require much longer time when given longer texts. In addition, some of them also have share similar interests in relation with topics of texts provided by the teacher. It seems that students prefer to have entrepreneurship texts which also provide them with pictures. Inappropriate topics of reading texts would make them reluctant to be engaged in the reading activities. In short, sooner or later their scores will also get affected because of it.

Second problems which appear in the classroom is that students do not realize the significance of reading strategy. Even worse, they seem to not know what is meant by reading strategy whereas reading strategy would highly affect students' reading skill. Thus, the use of reading strategy should be

acknowledged and explained explicitly to them so that they could understand that they currently are implementing a particular reading strategy.

The last problem is that during the reading activity, students tend to work individually. This creates unhealthy competition in the classroom while each of them actually could perform better if they work together. Therefore, students need to be introduced to a particular learning technique to give them enlightenment about how to work together in the classroom in order to enhance their skill, especially in reading.

Statement of problems

Based on the background of study and identification of problems above, the statement of problem to this study could be formulated as follows: "how is the implementation of think-pair-share technique in discussing Know about Business module to enhance students' ability in reading comprehension?"

II. REVIEW OF RELATED LITERATURE

Reading skill

Reading is one complex, important, and interactive process to learn. Through the skills learning process, students will possess good reading competence. Therefore, it will result in the occurrence of fewer drawbacks when students are in a reading activity. Reading skill is one skill which could be effortlessly maintained at a high level by students without any further assistance from teachers once it has been thoroughly developed.

Davies in Nunan (1999) reviews some studies related to setting out different reading skills. The first of these is receptive reading where readers read fast and it will be completed automatically. One example is when readers read narratives. The second is reflective reading where readers often stop to read and think of what type of information they need from the text. Next, skim reading is high-

speed reading which can save lots of time. Readers who are skimming will get the general sense of a passage. Eventually, scanning is very high-speed reading. It is one way to search for specific information in reading.

Nature of teaching reading

Classroom reading activities are generally observed as the main part of language teaching and learning. The success of second language abilities is influenced and depends on reading. Teachers must be capable of motivating students through selecting appropriate material and technique. In English language teaching, the teaching of reading should be the main priority for the teacher to consider. Harmer (1998) mentioned that one unavoidable part of the teacher's job is reassuring students to read English texts. Being able to understand English texts are essential for students either for their study purpose, their careers or simply for their pleasure. From the aforementioned statement, it could be assumed that the teachings of reading, especially to read English texts, are better to start earlier.

In line with Harmer (1998), Celce-Murcia (2001) also described that learners will achieve their learning goals when the act of learning reading becomes the main purpose of the learning. Teaching reading purposively requires several reading tasks to be finished by students to enhance their reading skills in order to achieve their learning goals, including academic goals and real-life goals. In other words, reading activities plays a role both for giving students experiences to use their skills in real life activities and for academic goals.

Cooperative learning to teach reading

Cooperative learning is an instructional method which has been widely used in teaching and learning activities. This method has been implemented to teach several language skills such as reading comprehension (Bolukbas, Keskin, & Polat, 2011; Meng, 2010; Law, 2011). However, this method is also applied to teach spoken English (Fen, 2011; Pattanpichet, 2011).

In addition, English writing was also found out to be using this method as stated by Roddy (2009) and Suih (2011). Most of these previous studies indicated that cooperative learning stimulates better students' achievement and higher self-confidence compared to competitive work through individualistic attempts (Gomleksiz, 2007).

Social interaction is one of the ways to redefine and to re-conceptualize English reading materials to become internalized. Zoghi, Mustapha, and Massum (2010) stated that students' reading skills could improve if they interact and make use of the language in a socially constructed meaning and learning environment. If this is practiced, this cooperative learning would encourage students to participate in reading lessons more effectively. Students could also be in a healthier teaching and learning process which will also provide them with more meaningful language learning and acquisition (Bolukbas, Keskin, & Polat, 2011). In order to embody this cooperative learning during a learning process, it is important for teachers to establish a safe, non-threatening, and learner-centered environment so that all students will gain equal opportunities to contribute (Ning, 2011).

Afan, Marhaeni, and Dantes (2013) in their study stated that cooperative learning has many benefits when implemented in the teaching and learning process. First, cooperative learning models the scientific experience. When working in groups, students will find joys and frustration involved in scientific inquiry. They will work together and cope with difficult problems. Second, it empowers and involves students. It improves students' self-esteem because they learn something on their own through cooperation rather than being spoon-fed by the teacher. Students, therefore, will be less dependent to teachers in terms of knowledge seeking. Third, cooperative learning triggers the heterogeneous classroom. Using group activities, every student has similar chances to participate as well as to play roles during teaching and learning processes. As students try to achieve the common goal, they finally recognize commonalities which cut across

differences related to ethnicity, socioeconomic background, and gender. Likewise, cooperative learning provides an extraordinary vehicle for students with diverse ability levels to work together in an affirmative way.

Think-pair-share to teach reading

Think-pair-share is a cooperative learning technique which was developed by Lyman in 1978. It could be defined as "a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group" (McTighe & Lyman, 1988). Think-pair-share name was originally obtained due to the three stages of students' activities in the classroom. The three stages of activities are emphasized on what students are intended to do on each of the stage.

In reading activities, it has been revealed that students face many difficulties when it comes to reading. Students get easily frustrated because they could not understand the reading texts. Therefore, think-pair-share technique is introduced to these students by hoping that this could solve the problem. This is one example of a smart academic teaching technique to improve critical thinking and articulate communication. In other words, Think-Pair-Share provides an opportunity for all students to share their thinking with other students. In turn, it could increase students' sense of involvement during the teaching and learning process.

In thinking process, the teacher poses a question or an issue associated with the lesson and asks the students to spend a minute to think alone about the answer on the issue. Students need to be taught that talking is not part of this thinking time. The next step is pairing. In pairing, the teacher asks students to work in pairs and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed previously. It could also occur when a specific issue has been identified. This step usually lasts for five minutes. The final step is

sharing. This is when the teacher asks the pairs to share what they have discussed with the whole students in the classroom.

This technique has many benefits such as to present “think time” in order to encourage students to give responses. Secondly, students will be highly motivated and will actively participate in discussing academic concepts. Third, it has been revealed that students require much time to mentally process new ideas to store them inside their memories. Fourth, the more teacher provides students time to “think-pair-share”, the more critical and crucial information will be kept in place. Fifth, when students are asked to discuss new ideas, they are supposed to refer them to their basic knowledge. Thus, this discussion step will encourage them to handle misunderstanding related to the discussion topics. At last, this technique is applicable for big classes quite easily.

Relevant studies

Think-pair-share technique is one type of cooperative learning strategy which had been developed several years ago. There are some studies in relation with the implementation of cooperative learning strategy to teach reading. Some researchers have implemented cooperative learning strategy during the teaching and learning of reading comprehension. Puspitarini (2012) revealed that this strategy helps the students comprehend reading texts. It could also be referred that these strategies could make the teaching and learning process more enjoyable, more interactive, more communicative, and full of encouragement.

Along with Puspitarini (2012), Astiyandha (2013) also conducted a research on the effectiveness of think-pair-share method to teach reading comprehension. Results of the study revealed that think-pair-share is an effective method to teach reading. In other words, think-pair-share is said to be more effective compared to direct instruction method implemented by teachers to teach reading comprehension.

The next study about think-pair-share technique was conducted by Ginting and Sormin (2012). It was found that through the implementation of think-pair-share technique, students could enjoy the teaching of reading. This technique could motivate them to be active in reading activities. Finally, think-pair-share technique gives opportunities to students to share their thoughts and to cooperate in a small group.

III. METHODOLOGY

Research design

This research implemented classroom action research. Cohen et al. (2005) stated that the scope of action research as a method is impressive. It is in line with Miller (2007) who illustrated that action research is a natural and contextual part of teaching. Action research could be applied in particularly each setting where problems involving people, tasks, and procedures are carried out for solution. It is also where several changes of feature generate a more preferable outcome.

This research was aimed at searching for solution of learning problems which were encountered by a particular group of students. It utilized data collection of pre-test and post-test research design. In addition, this classroom action research is concerned with improving students' reading comprehension ability through think-pair-share technique. Action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to help the “actor” in improving and/or refining his or her actions (Sagor, 2000).

Kemmis (1988) has established a simple model of cyclical nature of the typical action research process. Each cycle has four steps namely planning, action, observation, reflection. The four steps can be seen in the following figure.

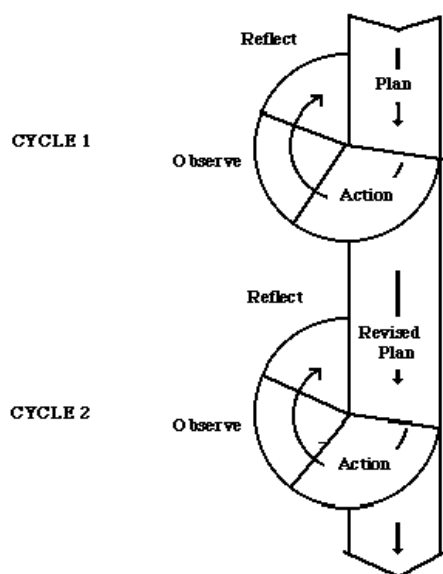


Figure 1. Action Research Model (Kemmis, 1988)

Research participants

This study was conducted at Politeknik Negeri Malang. The subjects are students at the English study program who are currently taking Reading I subject course. Students of Class 1A were selected to be the subjects of this study because the researchers have access to this class. Thus, this research could easily be conducted. Subjects of this study were 25 students which consisted of 6 male students and 19 female students. They were considered to be representative for the purpose of this study. These students were chosen to be the subjects of this study because the preliminary study and the result of pre-test revealed that their ability in reading comprehension was very poor. Hence, immediate improvement in relation with their reading comprehension ability was urgently required.

Research procedures

The procedures in this research were planning, action, observation, and reflection. Burns (2010) mentions several elements should be considered in classroom action research. Planning was one of crucial component in teaching English. If teachers do not provide good planning, any teaching and learning activities will not be able to achieve its

objectives. In planning, teachers design and administer pre-test to diagnose students' weakness. It is as well as designing the teaching scenarios, planning students' worksheet, and constructing post-test materials to be performed at the end of the meeting in one cycle.

The next step is action. Action was the process of doing and the implementation of the previous step. There were three meetings in action step which included the think-pair-share technique. There were pre-activities, whilst-activities, and post-activities in the second and third meeting. The last meeting was used to give a post-test to the students to check students' improvement in reading comprehension.

After that, there was observation step. It was proposed to find out the information of action, for example the students' attitudes and obstacles during the activities. The observation covered all processes involved during the reading activities such as teaching and learning reading through think-pair-share technique. In this phase, the researcher observed and wrote students' activities during the teaching and learning process. Those could be about students' attitudes and behaviors or even obstacles that the students faced while reading a text. The last step was reflection which was used to help teacher make decision by analyzing the situation and students' difficulties in understanding the lesson. In this phase, the writer received feedback from the teaching and learning process from the result of students' test.

Research instruments and data collection

Research instrument was a significant factor in carrying out a research because it was crucial to obtain data. Therefore, it must be constructed as valid and reliable as possible. In the present study, the researcher used two kinds of research instruments including achievement tests and questionnaires.

There were several tests administered in this study. All reading texts were completed with exercises and tests. This also included pre-

test and post-test. Pre-test were used to examine the students' ability in reading comprehension before the treatment was given. Next, the results of pre-test were used as a reference for conducting the research. The following test was post-test. It was used to examine the result of action in cycle I. In short, post-test was used to give information about technique which could improve students' ability in reading comprehension.

Questionnaires provided a similar means of learning about students' strategic processing. The questionnaire was given to the students in order to get respond towards the implementation of think-pair-share technique in reading activities. The questionnaire is a five-point rating scale consisted of ten items. The answers of questionnaire were quantitatively scored to give much clearer description.

In measuring the students' ability in reading comprehension, the researcher used an objective test which was administered at the end of the sessions. The tests were in the form of achievements test. The processes of collecting data were as follows: first, before the teachings were carried out, the students were given a pre-test. This was conducted in order to find the initial reflection as well as to see the problem they faced. They were tested individually and suggested to answer a reading comprehension test. Then, at the end of every reading text discussion, or after the students were given treatment that dealt with using think-pair-share technique to improve the ability in reading comprehension, they were given a post-test to find out the results of the action.

Data analysis

The data obtained for the present classroom action study were analysed descriptively to reveal the extent of the students' progress or the increase of students' ability in reading comprehension. Students' scores in pre-test and post-test were compared to give much clearer description and results of the students' progress. The score showing the subjects' responses of the teaching were computed in the form of percentages, which referred to

respective item on the questionnaire. To make it clear, the formula used to analyse the obtain data could be drawn as the follows:

$$M = \frac{\sum X}{N}$$

M = Mean

$\sum X$ = Sum of Score

N = Sum of Individuals

Indicator of success

This classroom action research would be considered successful if 80% of subjects under the study would reach the minimum score of 75.00 in reading comprehension through the implementation of think-pair-share.

IV. FINDINGS AND DISCUSSION

Research procedure and findings

This research belongs to classroom action research (CAR). The research procedures implemented in this research are proposed by Kemmis and Mc Taggart in Burns (2010), consisting of planning, action, observation, and reflection. In the first stage, planning, the researcher identified some problems based on the observation towards the teaching and learning process. Then, a discussion was held to limit the problems focusing on some problems which would be coped with. After that, the researcher planned an action which would be implemented to solve the problems in the classroom.

Condition on the pre-action

The research was started on Friday, January 5, 2018 and the subjects were students of 1A on English department study program at Politeknik Negeri Malang to have an informal interview some students. Informal interview was chosen because the researcher also teaches the assigned class; hence, the researcher knows the condition of the class most of the time. After that, observation regarding the teaching and learning process

was undergone on Wednesday, January 10, 2018. The interview and observation were done to give broader and a more detailed condition of the teaching and learning of reading comprehension as well as problems occurring before actions were accomplished.

After conducting an interview and observation, it was revealed that students are currently facing several problems related to reading comprehension. Most of the students still have low ability in reading comprehension as it has been proven by their low score in the pre-test. They lacked vocabulary, have difficulties in determining main ideas of reading texts, and sometimes they feel demotivated when they found difficulties in guessing the meaning of difficult technical terms.

Results of the interview proved that most of students admitted that they did lack of vocabularies. This resulted in their having obstacles in understanding reading texts and therefore, it led to the students' having difficulties in understanding main ideas of reading texts. The determination of problems went further on the observation towards the reading teaching and learning process. It was indicated that the students were not interested and enthusiastic in getting involved in the reading activities. They considered the reading activities too boring that they seemed to finally have low motivation to take part in the teaching and learning process. It was also shown that most students did not take their roles in the learning process and only a few of them responded when being given brainstorming questions and made evaluation. In short, they tended to be passive and this led to lacking interaction in reading activities both in students' interaction and teacher-students' interaction.

Instead of observing the reading activities as well as the students, the researcher administered a reading pre-test before the actions. The pre-test consisted of 15 items in the form of multiple choice. The items measured students' ability in recognizing main ideas of paragraphs, showing how details are related to the main idea, recognizing significant details, understanding vocabulary, recognizing

several points of view, drawing conclusion from the fact given and inferring cause-effect relationship. The mean result of the pre-test is 56.8.

Based on problems which occurred during the teaching and learning process, it could be concluded that the main problems of reading comprehension class were:

- a. Students can hardly find the main ideas of a text because they lacked of reading strategies.
- b. Students seldom had interactions with classmates and teacher.
- c. Students were not enthusiastic and interested in reading activities.
- d. Students had difficulties in understanding reading texts because they have limited vocabularies.

After determining problems and the causes, some actions to cope with those problems were then planned. Students' ability, needs, and time in planning the actions were carefully considered, especially related with the preparation of texts, activities as well as the exercises.

Determining the action

After the problems had been discussed and limited, techniques or method which could be implemented to deal with the problems were finally determined. Think-pair-share technique was proposed. It is highly expected that the technique could solve problems occurring during the reading activities. The actions that would be implemented were as follows:

- a. Implementing think-pair-share as one of cooperative learning techniques to enhance students' enthusiasm and motivation in joining reading activities.
- b. Implementing think-pair-share as one reading strategy to enhance students' reading skills including finding detailed information, main ideas, drawing conclusion or making summary of the assigned reading texts.
- c. Implementing think-pair-share, especially in the pair and share stages, to improve interaction among students and interaction between students and the teacher.

Report on actions and discussions

The research was carried out in one cycle. One cycle consisted of two meetings. The cycle was held on Friday, January 12, 2018 and Wednesday, January 17, 2018. The learning process was held by implementing cooperative learning strategy through the application of think-pair-share technique. The followings were steps taken during the cycle.

Planning

Planning was conducted through several stages including having consultation and coordination with other reading comprehension teachers. This first stage was aimed at discussing the implementation of the action plan and various preparations including writing lesson plans, deciding learning materials, and preparing research instruments namely the questionnaires. The next stage was to prepare for a learning scenario in order to make the teaching and learning activities run smoothly. This was also done so that the results obtained in the observations can be used as a reflection.

From this stage, some activities were planned to be implemented in the next stage. The activities were about the teaching and learning process which was based on cooperative learning procedure proposed by Sanjaya (2009) and they include:

1) Material explanation

This procedure aims at making the students understand toward the topics which will be conveyed. At this stage, the teacher might implement some learning methods such as lecturing, brainstorming, and questioning. Moreover, they might also make use of several instructional media to attract students' attention during the delivery of materials.

2) Learning in groups

After the teacher explains the subject matter, the students are asked to learn in groups, the groups have previously been created heterogeneously. In terms of academic performance, a group usually consists of a student equipped with higher academic performance, two students with moderate academic performance, and a student with

lower academic performance. In this stage, the think-pair-share technique will be implemented.

3) Assessment

The assessment process is completed through administering tests or quizzes which can be performed by students individually or in groups. Individual test results will provide information regarding the capabilities of each learner and group test results will provide information on the ability of each group. The final score of each learner is the merging of the two scores.

4) Team recognition

Team recognition is the determination of the team which is considered the most prominent or most accomplished team to then be given an award or prize. Recognition and awards are expected to be able to motivate the team to continue to excel and to motivate other teams to be able to improve their performance in the next activities.

Action

The action stage focused on introducing the think-pair-share technique to the students and encouraging them to apply the technique while they were carrying out reading activities. It also encouraged students to hold discussion in groups and class. In this cycle, the researcher as the teacher delivered the material and assisted students while they were working in group. The data from Cycle 1 were collected through observation sheet, interviews, students' worksheet and picture as document. The complete description of Cycle 1 is presented in the following section.

1) Material explanation

The first action conducted was called material explanation. This stage was done in the first meeting. First of all, the description about think-pair-share that would be the teaching and learning technique was explained to the students. It was about the explanation of what think-pair-share technique is, each stage of the technique, and how to implement the technique in reading situation. Based on Ledlow (2001) division, in this stage, it was

explained that the technique consists of three main stages, namely: think—where the students think independently about the question that has been posed by the teacher and form ideas of their own about the answers; pair—where the students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others; and share—where the student pairs share their ideas with a larger group, such as the whole class.

After the explanation about the technique was considered clear and the students seemed to understand well about the technique, the explanation went further to the material that would be used during the research. The material was from a module entitled Know about Business which was chosen by the researcher because it has interesting reading activities and quite different from the usual reading textbook. First of all, two texts were provided by the teacher in which the first text is about weaknesses and strengths of small enterprise while the second text is about advantages and constraints of self-employment. These two texts were chosen because they cover the topic of entrepreneurship and they have interesting reading exercises. Moreover, it might bring fresh air to the students because they rarely have reading texts which bring entrepreneurship as the main theme.

After that, in pairs, the students were asked to skim the text to get the general ideas of the text given to them. It was to make the students familiar with the text so that later, when activities were posed to them in relation to the texts, they will not face any difficulties anymore. The texts consisted of several paragraphs which had different sub-titles in each paragraph. Later, students were about to be asked to match the sub-titles to the appropriate paragraphs. After the students seemed to understand the explanation, the teaching and learning process was continued to the next phase, that is, learning in groups.

2) *Learning in groups*

This stage was started by dividing the students into groups of five. Each group was given an

envelope with some chops of a text included inside it. All of the groups were asked to match the subheading to the appropriate paragraphs within 15 minutes. In this activity, the cooperative learning method was started to be implemented because all of the group members were required to cooperate with other members within a group and each of which was required to make some contribution to his or her group. This activity also demanded all of the students to be active and cooperative because the one who did not do the activities actively and cooperatively was easily monitored by the teacher. Therefore, all of the students should involve themselves in this activity.

After the time was up, the students were guided by the teacher to discuss the appropriate arrangement of the text. In this step, the teacher could easily know that the students had not understood well the concept of the text. It could be seen from the fact that only one group can arrange the text into the correct arrangement within the time allocated. The discussion was also carried out in this time to explain why the good arrangement was like that.

Then, each of the students was given the same text which was already in good arrangement. The students were asked to read the text within the time of 10 minutes. In this step, the think-pair-share technique was implemented. After the students have read the text, in the think stage, the students were given some questions related to the text. The questions were about what issue the author brings and to give them time to think about some local small businesses around their place. In this phase, the students were required to think individually about the appropriate answers to the questions.

Then, in the second stage, pair, the students were asked to have a discussion with their friends sitting next to them. In this phase, the discussion run quite successfully because the students already got the ideas of small enterprises from the text given previously. Even better, the pairs improved the sharing

stage through giving different examples of local small business in his/her hometown.

After the time was up, some pairs of the students were asked by the teacher to come in front of the class to share the results of their discussion. This step was called share step—the last step of think-pair-share technique. The fact that the students quite successfully understood the text were proven here. The pairs of the students did not need to bring the text with them. The discussion ran well because almost all of the pairs have different answers which supported the text.

3) *Assessment*

In this phase, the researcher made use of the two kinds of assessment proposed by Brown (2004) namely informal and formal assessment. The informal assessment was done after the pairs of the students come in front of the class to share the results of their discussion in the pair step. This assessment was given directly towards the students' performance including whether the students already did a good performance or still need improvement. The assessment was not only applied in relation with the content which was presented but it was also about the students' pronunciation and other aspects.

Another kind of assessment, the formal assessment was done using one kind of tests proposed by Alderson (2000) which was dichotomous technique—a technique which presents a statement which is related to the target text, and provides two choices only for students to answer. The researcher used true or false choices. First of all, the students were asked to make groups of five. The groups were the same as the group which was formerly created. Then, each of groups was asked to provide a piece of paper in which it was written "T" in one side and "F" in another. Here, "T" meant true and "F" meant false. The rule was that the teacher would read five statements which were related to the text. After the teacher finished reading each statement, each group decided whether the statement was true or not in the time of 10 seconds. Finally, after deciding the answer, each group raised the answer by showing "T" if the group thought

that the best answer was true and showing "F" if the best answer is false.

4) *Team Recognition*

From the activity explained above, the teacher gave 2 points for each correct answer and -1 for each wrong answer. The final score of each group was 4 for group one, 7 for group two, 4 for group three, 1 for group four, and 4 for group five. It could be seen that the most prominent group was group two as the winner of the quiz. This group had an advantage to give the appropriate punishment to the group obtaining the lowest score. Each member from group two provided a question to be answered by the group four about main ideas of paragraphs discussed previously. Then, each member of group four gave his or her points of view regarding the issues and gave his or her arguments to support the view. This step quite fast because the students were familiar with expressing arguments towards some issues.

Observation

Observations are carried out during the learning process that took place in the reading class using the cooperative learning technique called think-pair-share. The observations were done based on whether the three stages of the technique were implemented successfully and whether the teaching and learning process was based on the cooperative learning principles. For the first aspect, the observation results can be seen as follows:

1) *Think*

According to Ledlow (2001), think is the stage where students think independently about the question that has been posed and ideas of their own. Based on this view, in this stage, the students were given some questions which were related to the text used as the material in the teaching and learning process. The questions that had been posed were about what issue the author argues and whether or not the students could be able to provide real examples from their daily lives. In this phase, the students were required to think individually about the appropriate answers to the questions.

Carrying out this stage, the students still got a bit confused about what they should do at that time. Actually, because they have already read the text, they did not need to rely their answers much on the answers provided in the text for the answers are only given implicitly in the text. As Bell (1998) mentions that students may write some thoughts in response to the question, the students did not need to memorize all sentences written in the reading texts.

They could read the answer from the text first and then make their own answers using their own words and sentences. This actually aimed at creating a meaningful discussion in the next step. If the students had the same answers towards the questions—the answers that had been provided in the text, the discussion would not be carried out well in the next step. Therefore, in order to avoid this to happen, the researcher tried to give reading exercises which did not enable them to have similar answers.

2) *Pair*

They could read the answer from the text first and then answer the questions using their own words. This actually aimed at creating a meaningful discussion in the next step. If the students had come to the same answers towards the questions—the answers which had been provided in the text or in other words they explicitly copy the answers from the text, the discussion would not be carried out well in the next step.

However, the discussion did run quite successfully because the students did not depend much on the text in searching for the answers. Even better, the pairs did have a sharing session and they tried together to find the answers by reading again the text to recheck their understanding about the reading text given by the researcher.

3) *Share*

The observations went further on whether the teaching and learning process was appropriate to the cooperative learning principles or not. The cooperative learning principles used as the basis here were the principles proposed by Sanjaya (2009) which are positive

interdependence principles, individual accountability principles, face to face promotion interaction principles, and participation communication principles. The results of the observations can be seen in the following section.

a) Positive Interdependence Principles

This principle means that using cooperative learning method, students feel that they are working together to achieve one goal and tied to each other. Students will not be successful in the learning process unless all members of their group are also successful. Students will feel that they are parts of the group who also have contributed to the success of the group.

By referring to the above description, it can actually be seen that the students had implemented this principle. In the pair stage, they tried to find the answers in the text together. This was because they realized that the success of a group is determined by the performance of each member of the group so that all members should have feeling of interdependence.

b) Individual Accountability Principles

This principle is the consequence of the first principle. The success of the group depends on each of its members. Therefore, each member of the group should have responsibility in accordance with his duties. Each member must provide the best for the success of the group. To achieve this, teachers need to provide an assessment of the individual and the group.

Individual accountability in group work may be the students' responsibility in terms of helping other students who need assistance, and actively participate in the group work processes. This principle had been implemented in the teaching and learning process on Cycle 1. This was under the reason that the pairs of the students have already helped each other to find the answers of the questions.

c) Face to Face Promotion Interaction Principles

This principle means that cooperative learning gives an opportunity to every member of the group to come face to face with and give information to each other. Face-to-face

interactions will provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member. From the explanation above, the researcher on Cycle 1 had implemented the principle. The activities provided in the first cycle can accommodate the students with the interaction among them.

d) Participation Communication Principles

This principle means that cooperative learning trains the students to be able to actively participate and communicate. The stages of think-pair-share with the activities carried out in the first cycle show that actually the teaching and learning process had fulfilled this principle. In this case, the share step trains the students to communicate their ideas in front of their friends.

Reflection

After conducting actions of Cycle 1, the researcher made reflection to see that all problems in the reading class have been overcome. As a consequence, the actions finally had improved the students' reading comprehension as well as their motivation and enthusiasm to follow reading comprehension classes. In creating reflection, the researcher analyzed the observation class results. From the observation results, it could be observed that the technique implemented in the teaching and learning process can enhance the students' ability in comprehending texts and students' motivation as well as enthusiasm in following reading comprehension classes. In addition to strengthen the research findings, a reading comprehension post-test was administered. Similarly, the post-test was in the form of multiple-choice tests. It consisted of 30 items and it was carried out for 90 minutes.

Research Findings and Discussions

In this part, the findings based on the discussion of Cycle I will be discussed. The findings of this research consist of qualitative and quantitative data. The qualitative data consist of the general findings of the actions,

while the quantitative data include the students' reading scores. The following section is the qualitative data of the study.

First of all, think-pair-share as one technique to implement cooperative learning is believed to change students' behavior in the class. It can decrease the level of students' misbehavior during teaching and learning process. Implementing group discussion in the class encouraged students to take role in the discussion. It allowed students to speak and communicate their ideas. The discussion encouraged students to be active in the learning activity. It decreased students' misbehavior like having chitchat, drawing, and operating their mobile phones during the teaching and learning process.

Second of all, think-pair-share technique is believed to improve students' motivation in joining English lesson. The discussion activity in the pair step made students more confident in comprehending the text. They did not feel that the reading activity was difficult to do, because they shared with their friends and helped each other. Students felt that it was easier to comprehend the text using think-pair-share technique. It made the students more motivated in reading activity.

After that, think-pair-share technique is believed to improve interaction in the class. The activities of this technique include group discussion. These activities allowed students to interact with their classmates. They needed to interact with their classmates to make some agreements. It also improved the interaction between the teacher and the students. The teacher interacted closely with the students when he gave guidance and assistance during the discussion activities.

Lastly, think-pair-share technique is believed to improve the students' reading comprehension. Previously, students found many difficulties in comprehending the text. Students read the text only by translating it, but now they did not need to do that. They were able to use the questions provided by the teacher as guidance to help them to find the content of the text, use the pair and share stages to make sure that what the students

believe to be the content of the text is right and appropriate with the other students' thoughts. In other words, they could comprehend a text better than they did before.

On top of these, there were some good suggestions related to the problems which emerged on the implementation. First, the teacher should give clear explanation and many examples to make students understand the think-pair-share stages and how to apply them in comprehending texts. Second, the teacher should give effective guidance and assistance during the group discussion. The last, the teacher should manage the class well in order that the discussion activities run well.

Actually, the research focused on implementing think-pair-share technique to enhance students' reading ability. The findings showed that the technique successfully enhanced students' reading ability in English department study program at Politeknik Negeri Malang. The research was carried out in one cycle. Here, the students were asked to work in groups in applying some stages in think-pair-share. Some activities in the teaching and learning process allowed students to work together and share their ideas. Based on the finding, the technique helped students in comprehending the text as it is proved by Rizal (2014) and Sari (2017) in their research.

Conducting think-pair-share as a cooperative learning technique also gave all students chance to be active and take their role in the learning process in practicing reading comprehension. This was just like what Sanjaya (2009) describes that the cooperative learning can help empower all the learners to take more responsibility in the teaching and learning process. Therefore, all of students were free to learn and had a chance to practice their reading comprehension. The technique also engaged the students and allowed quiet students to share their ideas without having to stand out from their pairs. This finding was in line with Bell (1998) in the sense that he concludes one of the benefits gained from think-pair-share technique is that it engages the entire class and allows quiet students to answer questions

without having to stand out from their classmates.

In addition, using cooperative learning technique of think-pair-share made students become more motivated in joining the reading activities because they could work together with their friends. Here, students had to socialize with their friend in the learning process. In other words, this technique improved students' interaction in the class. This proves one of the advantages of cooperative learning as proposed by Sanjaya (2009) that the interaction which takes place during the cooperative learning process can improve students' motivation.

Furthermore, the activities also focused on students' attention on having discussion with their friends. It means that think-pair-share could decrease the students' undesirable behavior. This finding is in line with Sanjaya's (2009) argument that cooperative learning is a strategy that is powerful enough to improve academic achievement as well as social skills, including developing their self-esteem, positive interpersonal relationships, time management skills, and positive attitude toward school.

Eventually, implementing think-pair-share helped students in comprehending a text. Students could comprehend the text better than they did before after they applied the reading strategies. It meant that the reading technique of think-pair-share was helpful in enhancing students' reading comprehension ability as it is stated by Bell (1998) that one of think-pair-share scopes is reading. He suggests that think-pair-share technique can be used to enhance discussions about specific information included in the written texts.

As what has been said before, the quantitative data was derived from the students' reading comprehension scores. The scores were based on the pre-test and post-test which had been administered before and after the implementation of the actions. The students' scores can be shown in the following table.

Table 1. Students' Reading Comprehension Scores

Tests	Number of Students	
	Score ≤ 65	Score ≥ 65
Pre-Test	21	4
Post-Test	0	25

On Cycle I, there were only four students or 16% of the total number of students who could pass the passing grade of 65. At that time, the average score of the students' reading pre-test was 56.8. However, it can be seen from Table 4.1 that all students have passed the passing grade after doing the post-test. The average score of students' reading comprehension improved from 56.8 to 75.7.

Despite the results from pre-test and post-test, questionnaires delivered to the students also showed promising results. It was revealed that 85% of the students mentioned that they loved to have reading activities through think-pair-share technique. They said that the reading activities became so much more interesting than before. In addition, they also mentioned that they loved the topics provided by the Know about Business module because it brought more insights to them in relation with business and entrepreneurship.

Summarizing all the discussion above, according to both qualitative and quantitative data analysis, the researcher could prove that the implementation of think-pair-share technique could enhance students' reading ability especially with the use of Know about Business module.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Conclusions

The research findings and the discussion in Chapter IV showed that reading comprehension of 1A English department students at Politeknik Negeri Malang improved through the implementation think-pair-share technique to enhance students' reading ability using Know about Business module. The

actions were carried out in one cycle. On Cycle I, the activity focused on introducing the text, understanding the text, and the technique which was going to be implemented to the students. The activity included in material explanation, learning in groups by applying think-pair-share technique, assessment, and team recognition. All of the activities could finally improve the students' reading ability. It was also supported by the improvement of the students' score of reading comprehension. The students' mean score increased from 56.8 to 75.7. Besides, there were other aspects of students that also changed after the actions.

Students had changed their perception of reading comprehension. Based on the observation, they said that learning English especially reading comprehension was fun. They added that they became more motivated in learning, because they did not get difficulties anymore in comprehending a text.

Students became more enthusiastic in joining the reading class activities. They said that the think-pair-share technique helped them in comprehending the text, so that they became more motivated in reading the text. Moreover, the discussion group allowed students to share their idea. Students helped each other in working with the text.

Most students were active in the reading class activities. There were no students who chatted with their friends, operated their mobile phones or drew during the teaching learning process. They were busy in their discussion activity.

Previously, students only interacted with their close friends when they worked in groups. Now, students had kindness to have discussions with any of students. Furthermore, they did not reject to have discussions with students in mixed gender.

Implications

The research findings showed that reading comprehension of 1A students of English department at Politeknik Negeri Malang improved. The improvement could be reached after carrying out the actions during the

teaching learning process. Through the implementation of some interesting activities during the actions, the students finally got better reading comprehension. They enjoyed applying each stage of the technique used by the researcher, that is, think-pair-share technique. They thought that the technique really helped them in comprehending reading texts. Finally, they also became more motivated in joining any reading classes.

Using think-pair-share technique was effective in increasing the interaction among the students and between students and the teacher. It allowed the interaction among the students by holding the discussion group. It also allowed the interaction between the teacher and the students by holding a class discussion.

Applying think-pair-share could improve the students' enthusiasm and motivation in joining reading classes. This technique includes one of the new ways to hold reading activities. Therefore, the students would not get bored because the teacher did not give monotonous activities in the reading classes anymore.

Holding a team teaching was effective in handling group discussions. It allowed students to get more assistance and guidance in applying the think-pair-share technique.

Giving reward to the most prominent group was effective to increase students' motivation and decrease students' misbehaviour. It made students more motivated in joining reading activities. They competed for the rewards and to avoid punishment. Furthermore, it made students worked more seriously in applying the discussion and they did not disturb other groups.

Suggestions

Based on the conclusions and implications above, some suggestions will be directed to the English teacher and other researchers.

English teachers should be more creative in choosing the activities. The teachers should know what students need to improve

students' weakness. If they want to use the think-pair-share technique, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that will influence students' motivation in reading.

Furthermore, the other researchers who want to conduct the research using the think-pair-share technique should understand the technique first. They should be able to apply think-pair-share stages before they explain it to the students. They also should give clear explanations, examples, and models to the students. In addition, this technique can be used not only to carry out reading lessons but also other subjects such as writing, science, and social studies as mentioned in the literature review.

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