Increasing the Students' Ability in Reading Comprehension by Using Think-Pair-Square (TPS) Strategy at the Eighth Grade of SMP Negeri 2 Botomuzoi in 2022/2023

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Abstrak

Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam membaca pemahaman dengan menggunakan strategi Think Pair and Square (TPS). Untuk mencapai tujuan tersebut, penelitian ini dilakukan melalui Penelitian Tindakan Kelas (PTK). SMP Negeri 2 Botomuzoj tahun ajaran 2022/2023 khususnya kelas VIII-1 yang berjumlah 26 siswa. Penelitian ini dilakukan dalam dua siklus. Setiap Siklus terdiri dari dua pertemuan Setiap pertemuan terdiri dari rencana, tindakan, observasi dan refleksi Kemudian peneliti menggunakan lembar observasi, lembar evaluasi dan catatan lapangan untuk mengumpulkan data. Peningkatan tersebut meningkat dari Siklus I ke Siklus II. Pada Siklus I tidak ada satupun siswa yang melakukan semua kegiatan. Nilai rata- rata siswa adalah 66,15. Terdapat 15 siswa yang tidak lulus dan 11 siswa yang lulus KKM Dikarenakan adanya beberapa kelemahan pada siklus ini, maka penelitian dilanjutkan ke Siklus II Pada Siklus II, mayoritas siswa melakukan semua kegiatan. Nilai rata- rata siswa adalah 88,65 Semua siswa berhasil melewati Kriteria Kompetensi Minimum. Dengan kata lain, kemampuan siswa dalam membaca pemahaman meningkat dengan menggunakan Strategi Think Pair and Square (TPS). Peneliti menyarankan: (1) Guru bahasa Inggris di SMP Negeri 2 Botomuzoi dianjurkan untuk menerapkan Strategi Think Pair and Square (TPS) untuk meningkatkan kemampuan siswa dalam membaca pemahaman. (2) Dalam pembelajaran membaca dengan menggunakan Strategi Think Pair and Square (TPS), guru sebaiknya memilih bahan bacaan untuk siswa agar mereka tertarik dan aktif dalam proses belajar mengajar. (3) Untuk mencapai minat siswa yang tinggi dalam belajar bahasa Inggris khususnya dalam pemahaman membaca sebaiknya menerapkan beberapa strategi yang efektif dan tepat (4) Harapan lebih lanjut bagi peneliti berikutnya dan guru untuk menggunakan Strategi Think Pair and Square (TPS) di mengajar membaca dalam keterampilan lain

Kata Kunci: Strategi Think-Pair-Square (TPS), Pemahaman Membaca.

Abstract

The purpose of the research was to increase the students' ability in reading comprehension by using Think Pair and Square (TPS) Strategy. In achieving the purpose, the research was done through the Classroom Action Research (CAR). The subject of the research was the eighth grade of SMP Negeri 2 Botomuzoi in 2022/2023 especially class VIII-1 which consist of 26 students. This research was conducted in two cycles. Each Cycle consist of two meetings. Each meeting consisted of plan, action, observation and reflection. Then the researcher used observation sheet, evaluation sheet and field notes to collect the data. The improvement was risen from Cycle I to Cycle II. In Cycle I, there were not of the students did all the activities. The average of the students' value was 66,15. There were 15 unsuccessful students and 11 successful students passing Minimum Competence Criterion. Due to some weaknesses in this cycle, therefore, the research is continued to Cycle II. In Cycle II, majority of the students did all the activities. The average of the students' value was 88,65. All the students were successful passing the Minimum Competence Criterion. In other words, the students' ability in reading comprehension was increased by using Think Pair and Square (TPS) Strategy. The researcher suggests: (1) The English teachers in SMP Negeri 2 Botomuzoi are encouraged to apply Think Pair and Square (TPS) Strategy to increase the students' ability in reading comprehension. (2) In teaching reading by using Think Pair and Square (TPS) Strategy, the teacher should select the reading material for the students to make them interest and active in the teaching-learning process. (3) In order to achieve students' high interest in learning English especially in reading comprehension it's better to apply some effective and appropriate strategy. (4) Further expectation for the next researcher and the teacher to use Think Pair and Square (TPS) Strategy in teaching reading in other skills.

Keywords: Think Pair and Square (TPS) Strategy, Reading Comprehension

INTRODUCTION

According to Wallace (2020:57), reading strategy is a process that can't be divided into parts. The reading process can heighten thinking power, sharpen your outlook, and broaden your horizons. So, by reading we get information from various sources such as books, magazines, etc. By reading we can also gain new knowledge, as well as new experiences.

According to Brown in Yulianah (2020: 185), reading is similarly a skill that teachers simply expect learners to acquire in foreign language learning. Through reading, learners get new ideas, get the information needed, look for ideas to support their statement, and broaden their interest. According to Mark A. in Nurfaizah H. (2021: 11), reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

In the syllabus of curriculum 13 at the eighth grade of SMP Negeri 2 Botomuzoi in competency standards especially in reading comprehension, it hopes that students can response the meaning of simple short functional writing texts accurately, fluently, and acceptably related to the environment. The Minimum Competency Criteria (MCC) in reading comprehension is 75. When students can't achieve it, then the student is declared a failure.

Based on the observations of researcher to the English teacher of SMP Negeri 2 Botomuzoi in the eighth grade, the English teacher said that students could not reach the MCC that had decided. The average student scores when he (English teacher) take the test to students under 75, because they cannot respond the meaning in simple short functional written text accurately, fluent, and grateful related to the surrounding environment especially descriptive text. So, the pronunciation,

grammar, vocabulary, fluency and comprehension are key to reading comprehension. Being able to connect ideas within and between sentences helps students to understanding the whole text.

To make this strategy a success, there are several indicators in reading comprehension that must be achieved. Indicator of reading is determining main idea, finding specific information, reference, inference and vocabulary.

According to Mawaddah (2020: 51) says that think pair and square learning models was developed by spencer Kagan and is the development of the think pair share learning model. To overcome the above problems, researcher wants to apply the TPS (Think Pair and Square) Strategy that can be use by teacher in the teaching and learning process. Think-pair-Square (TPS) strategy is a strategy uses by a teacher in teaching reading materials especially in descriptive texts to make students become active and understand text reading well. The think-pair-square (TPS) strategy also provides opportunities for students also to think deeply (think) about the questions ask by the teacher, then the student discusses in a group or partner (pair). and discuss it with other couples or form a group (square) so they can share ideas.

Think Pair and Square is helpful because it structures the discussion. TPS is believed as a discussion strategy that brings students to be cooperating each other. According to Hermiati S. (2017: 22) Think Pair Square Strategy can guide the students to their prior knowledge background and make the students in participating classroom discussion. Cooperative learning is a successful teaching strategy in which small teams, each with students with different levels of ability, use a variety of learning activities to improve their understanding of a subject.

In addition, Amir Yasin (2019: 2) says that this research aimed to investigate the implementation of cooperative learning model in the type of think-pair-square (TPS) in order to improve students' achievement. The design of the research is a classroom action research.

The researcher uses CAR (Classroom Action Research) to solve students' problem in reading comprehension. According to Siti K. (2020: 99) action research is as an alternative research application that conducted during teaching and learning processes. Classroom action research will sharpen teachers' skill in teaching with simple methodological research application.

Reading Comprehension

Reading comprehension is the process of getting information from text. According to Fariss *et al* in Yuliana (2018: 24), reading comprehension is the process of understanding the message that the author is trying to covey. Means we are making meaning from text at hand. According to Klinger in Yuliana (2018: 24) states that reading comprehension is the process of constructing meaning by coordinating a number of complex process, includes word reading, word and word knowledge and fluency.

From the theories above, the researcher conclude that reading comprehension is the complex process of understanding the message that the researcher try to convey from the printed word. The ideas of the text that has constructed by reader must be meaningful and integrated too the reader's concepts. Comprehension process is depend on some things; the reader's idea, experiences, reading backgrounds, and learning.

Levels of Reading Comprehension

According to Burn in Nurfaizah H. (2021: 37), there are four levels of reading comprehension:
1. Level 1: Literal comprehension. Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration.
2. Level 2: Interpretative or Inferential Comprehension Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences.

From the information above, researcher will explore the literal level in this study to investigate students' ability to understand reading because the student's insistence level to get direct meaning is explicitly stated in the section, or another reason researchers choose this level by considering the syllabus compiled in schools, where the requirements of the syllabus are only about the simple of short functional texts.

Think Pair and Square Strategy

Think-pair-square is similar to think-pair-square strategy that issued by a teacher in teaching reading materials especially in descriptive text to make students become active and understand text reading well. One of the cooperative learning models is the think-pair-square type. Think-pair-square (TPS) is one of the learning models developed from constructivism theory which is a combination of independent learning and group learning by Vino P. (2019: 65).

In addition, Mawaddah (2020: 32) says that think pair and square learning models was developed by spencer Kagan and is the development of the think pair share learning model. This learning technique allows students to work alone and in collaboration with others and gives more

time to think for students in showing their participation to others.

Think Pair and Square's goal is to develop thinking skills, promote communication skills and encourage information sharing. In addition, this strategy provides an opportunity for all students to share their thoughts with at least one other student which, in turn, increases their sense of involvement in classroom learning.

Procedure of Implementing Think Pair and Square Strategy

One cooperative learning strategy is the Think Pair Square strategy developed by Frank Lyman in Riyanto (2020 :33). This strategy consists of three steps, namely:

1. Thinking. Teacher give students the opportunity to find answers to assignments independently.
2. Pairing. Exchange ideas with a seatmate. In this step, students share their answers about proposed questions, or share ideas about the identified problems. Teachers usually allocate 4 or 5 minutes to work in pairs.
3. Square. Discuss with other pairs. In this step, the teacher asks the student in pairs to join the other pairs that form a square (four students). In this way, all students in each group are expected to be able to share ideas of what they have discussed in pairs.

According to Lie in Vino P. (2019:25) there are several procedures in think pairs and square strategies of cooperative learning types. First, the teacher divides students into groups of four and gives assignments to all groups. Second, each student thinks about and does the task himself. Next, students pair up with one of their colleagues in the group and discuss with their partner. And the last, both pairs meet back in groups of four. Students have the opportunity to share their work with groups of four.

Furthermore, according to Mawaddah (2020: 33) the strategy procedures of Think Pair and Square are; First, the Teacher asks questions to the class and gives students a set time to answer the questions individually. Then, the teacher tells students to turn to someone sitting next to them and discuss their answers. After that, the students were given time to discuss their answers with their partners. Finally, the pair merges into another pair and forms a square.

In addition, Kagan in Devi R. (2017: 2) says think pair square strategy that deals with four steps; think the subject matter, discuss in pair, communicate again in square and share it to the whole class.

Based on the step of teaching Think Pair and Square Strategy explained above, the researcher will modify the steps to teach students about reading comprehension at SMP Negeri 2 Botomuzoi, they are:

1. Step 1
   The students form pair consist of two persons.
2. Step 2
   The reseacher gives questions according to the descriptive text.
3. Step 3
   The students discuss the question of descriptive text 5 minutes.
4. Step 4
   A pair join to another pair form a square and they share ideas about the question 10 minutes.
5. Step 5
   After discussing it, they back to pairs and discuss with partner.
6. Step 6
   - The researcher chooses one of them to give the answer in front of class.
   - The reseacher conclude.

METHOD

In this study, the researcher used Classroom Action Research (CAR) to solve students' problems in reading

comprehension. According Purnama S. P. (2018: 260) Classroom Action Research is an alternative research application that easily conducted during teaching and learning process. Siti K. (2020: 107) says that CAR is research conducted by teachers (educators) in the classroom or where he teaches that focuses on improving processes and praxis learning.

CAR is well known for its cycle, namely, planning, action, observation, and reflection. The cycle can be two or three and it usually ends when the researcher is satisfied or happy with the results. If the first cycle fails, the researcher goes on the next cycle until the students can achieve the minimum competency criteria. Each cycle consists of 2 (two) meetings. Each meeting has a break of 2 x 40 minutes.

In conducting the study, researcher outlines the procedures of action in the classroom in each cycle, as follows:

1. Planning is preparation for carrying out research. Researcher prepared lesson plan, material especially descriptive text, and observation paper for both students and researcher and prepare evaluation paper.
2. Action is the process of teaching-learning activities in reading skill, especially in teaching descriptive text. That is, action is the activity of researcher and students to apply Think Pair and square Strategy in teaching reading comprehension by following procedures such as the pre-teaching and learning process, while the learning-teaching process, and the post-teaching process - lean.
3. Observation is the process of finding evidence or collecting data in teaching and learning activities. It is the process of monitoring to find out effective actions or gather information about activities in the classroom, it can be student activities or research activities.

4. Reflection is the activity of analyzing data from all information obtained from observation. It reflects on what has been done and what should be done to improve the teaching and learning process.

The location of the research was SMP Negeri 2 Botomuzoi. The total number of teachers was 18 persons; one of them is an English teacher as a teacher collaborator. The total number of students was 161 persons. The class consists of 6 classes. In the research, the researcher chose the eighth grade. The eighth grade consists of 2 classes. And, researcher chooses class VIII-1 as the subject of a study consist of 26 students.

The data were qualitative and quantitative data. Qualitative data is a kind of data that needs to be explained based on social events that occur in the field, researcher activities and student activities during the teaching and learning process, as well as weaknesses and strengths and improvements during implementing the Think Pair and Square Strategy (TPS). Quantitative data is data related to numbers, student marks in evaluation sheets.

In collecting data researcher use several instruments, as follows:
1. Observation sheet
2. Field notes
3. Evaluation sheet

In the research, the researcher used two types of data, namely, qualitative data and quantitative data. Qualitative data is data that refers to students' behavior in the classroom while quantitative data is data that refers to students' understanding of the material.

1. Qualitative data

In analyzing qualitative data, the researcher has several tasks as follows:
a. Reduction of data is evaluating and classifying data based on information.
b. Explanation of data is data that has

been compiled by researcher that must be classified to obtain meaning in tables, graphs or narrative forms.

c. Conclusion of data, is after making an explanation of the data, the researcher will draw some conclusions about the data in the formula step.

Observation sheets are analyzed and evaluated using formulas such as those written by Tuckman in Nurgiyantoro (1986: 68) as follows:

$$PD\,(\%) = \frac{F}{TA}\,x100\%$$

where:
PD: Percentage of Degrees
F : The Frequency of activities researcher and students have carried out
TA: Total Activities of researcher and students

2. Quantitative data

The result of evaluation sheet as the source of the quantitative data will be analyzed. The correct answer 1 (one), and the wrong answer 0 (zero) as suggested by the Ministry of Education (2004: 15) as follows:

$$Mark = \frac{Obtained\ Score}{Maximum\ Score}\,x100$$

FINDING AND DISCUSSION

The research was held in SMP Negeri 2 Botomuzoi Which located at Karamo I Village, Botomuzoi sub-district, Nias regency. This school consists of some rooms, such as; a headmaster's room, a teachers' room, a library, a canteen, and the other empty rooms. There are court of sports such as badminton court. The school has a quiet atmosphere because it is surrounded by many trees, flowers, and plants that support the teaching and learning process.

SMP Negeri 2 Botomuzoi consists of three levels of the students, they are; the seventh grade consists of 2 (two) classes,

the eighth grade consists of 2 (two) classes, and the ninth grade consists of 2 (two) classes. The total numbers of the teachers consists of 18 (eighteen) persons, 1 (one) person the English teacher.

The researcher did the research by the agreement of the headmaster of SMP Negeri 2 Botomuzoi. The subject of the research was the students at the eighth grade of SMP Negeri 2 Botomuzoi especially (VIII-1) which consists of 26 students. The researcher chose the class because the ability of the students in reading was very low. In doing the research, there were some procedures that the researcher did, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

In conducting the research, the researcher was helped by the English teacher of SMP Negeri 2 Botomuzoi as the teacher-collaborator to observe the students' and the researcher's activities during teaching-learning process in order that the activities of the researcher and the students can run well and the result can be valid. During conducting the research, all the students were present. The researcher performed the research for two cycles that consist of four meetings. Each cycle consists of two meetings.

Cycle I

Cycle I consisted of two meetings. The researcher did it on September 26th 2022. The first meeting was done on Wednesday, October 12th, 2022; the second meeting was done on Saturday, October 15th, 2022. To make it clear, the explanation about the meetings will be shown as follows:

First meeting

The material taught to the students in the first meeting was descriptive text with the title "Mr. Donald". The allocated time used was 2 x 40 minutes. The meeting was done on Wednesday, October 12th, 2022.

Second Meeting

In the second meeting, the researcher continued the activities from the first meeting because of the limitation of the time in the first meeting. It was held on Saturday, October 15th, 2022. The alloted time used in the second meeting was 2x40 minutes.

In the second meeting of Cycle I, the researcher examined the students' ability in reading comprehension by using Think Pair and Square Strategy. After checking the result of the students' evaluation, it can be explained in Table 2 in the next page:

The procedures of the first meeting can be seen in the next page:

1. Planning

Planning consisted of plans that had been done by the researcher, as follows:

a. Setting up a lesson plan.
b. Preparing the material.
c. Preparing observation paper for both students and researcher.
d. Preparing a student attendance list.
e. Preparing an evaluation sheet

2. Action

Action was applied Think-Pair-Square (TPS) Strategy

3. Observation

Involved observing the students' action, weakness and observing the researcher's creativities, activities, difficulties and weakness in teaching-learning process;

4. Reflection

It is about the result of the observation, analyzing the result of the observation, evaluating the observation and improving the weakness.

Table: The students' ability in reading comprehension by using think pair and square strategy in cycle I

MCC	Level	Score	Frequency	Percentage (%)
75	Fail	0 – 39	3	11,53%
	Less	40 – 59	3	11,53%
	Enough	60 – 74	9	34,61%
	Good	75 – 84	2	7,69%
	Very Good	85 – 100	9	34,61%
Total			26	100%

The data from the table above explained that the students' ability in reading comprehension by using Think Pair and Square Strategy in Cycle I fail. There were 9 students (34,61%) categorized into very good level, 2 students (7,69%) categorized into good level, 9 students (34,61%) categorized into enough level, 3 students (11,53%) categorized into less level and 3 students (11,53%) categorized into fail level. The students who pass in the test are 11 students. It was 42,30% of the students who pass on the test in Cycle I. On the contrary, the students who did not pass in the test were 15 students. It refers that 57,69% of the students who could not reach the MCC decided. The average of the students mark was 66,15 (Enough).

It can be seen in graphic below:
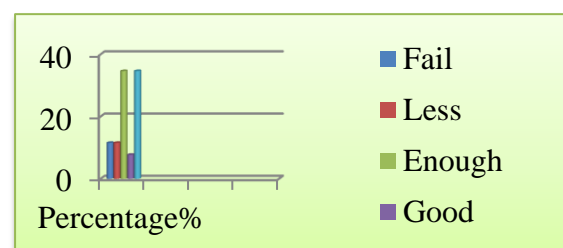
Graphic: The Percentage of the Students' Ability in Reading Comprehension in the Cycle I

The information from the data above shows that the students' ability in reading comprehension by using Think Pair and Square Strategy was stills Enough. The students could not pass the Minimum Competence Criterion (MCC), it is 75. That is why the researcher decided to continue the research to the Cycle II. It has been stated in Chapter III, whenever the students' ability in reading comprehension was still unsuccessful, the researcher has decided to continue to the next cycle. The researcher made some improvements to be implemented in the next cycle, such as the researcher prepared the lesson plan, prepared the new reading text that is familiar with the students. The researcher explained more about the procedures of implementing Think Pair and Square Strategy and the definition of descriptive text to the students.

Cycle II

In doing Cycle II, the researcher conducted it in two meetings. It was done on November 2022. The first meeting was done on Wednesday, November 9th, 2022, and the second meeting was done on Saturday, November 12th, 2022.

First Meeting

The first meeting was done on Wednesday, November 9th, 2022 and the allotted time used was 2 x 40 minutes. In the first meeting, the researcher taught the students about descriptive text.
Second meeting

The second meeting of Cycle II was held on Saturday, November 19th, 2022. The researcher did the action after making sure that everything had been prepared well.

In this meeting, as the teacher collaborator reported in the researcher's observation sheet, all the activities had

been done during the teaching learning process in the classroom by the researcher. There was 0 % not done (the fail level) while 100% done (the very good level). In this case, the researcher's teaching level was categorized in the very good level since the whole activities were done by the researcher (100%).
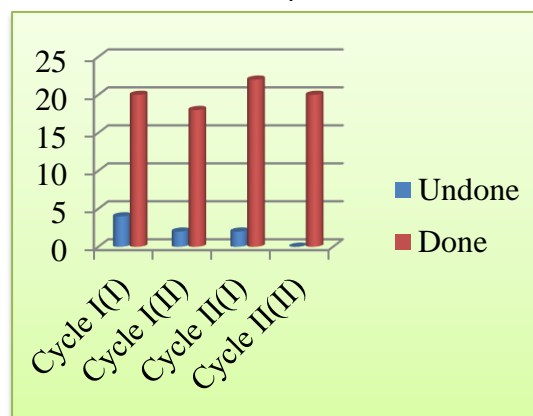It can be seen in Graphic bellow:
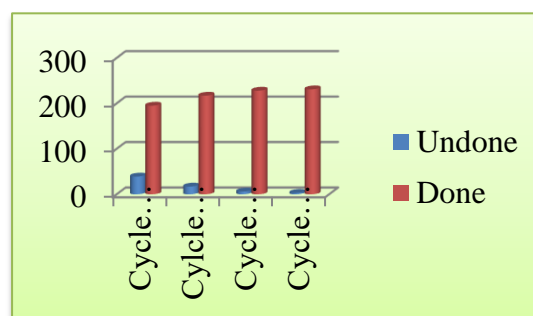
Graphic: The Percentage of the Students' Activities in Cycle I and Cycle II

The researcher also explains the increasing of percentage of students' activity that had been done.
It can be seen in Graphic below:

Graphic: The Percentage of the Researcher' Activities in Cycle I and Cycle II

After that the researcher evaluated the result of the students' evaluation sheet in comprehending the text by using Think Pair and Square Strategy. The researcher examined the students' comprehension by giving questions in multiple choice test.

The result of their test was explained in the table below:

Table: The students' ability in reading comprehension by using think pair and square strategy in cycle II

No	Cycle	Level	Frequency %		The Total Number of the Students
1	I	Fail	3	11,53 %	26
		Less	3	11,53 %	
		Enough	9	34,61 %	
		Good	2	7,61 %	
		Very Good	9	34,61 %	
2	II	Fail	-	-	26
		Less	-	-	
		Enough	-	-	
		Good	5	19,23 %	
		Very Good	21	80,76%	

MCC	Level	Score	Frequency	Percentage (%)
75	Fail	0 – 39	-	-
	Less	40 – 59	-	-
	Enough	60 – 74	-	-
	Good	75 – 84	5	19,23%
	Very Good	85 – 100	21	80,76%
	Total		26	100%

The data above explains that the students were able to comprehend the reading text, especially the descriptive text by using think Pair and Square Strategy in cycle II success. The classification result of the test was: 5 students (19,23 %) in the good level, and 21 students (80,76 %) in the very good level. The average of the students mark was 88,65. This result shows that the students were successful to do the Think Pair and Square Strategy in comprehending the descriptive text.

It can be seen in graphic below:
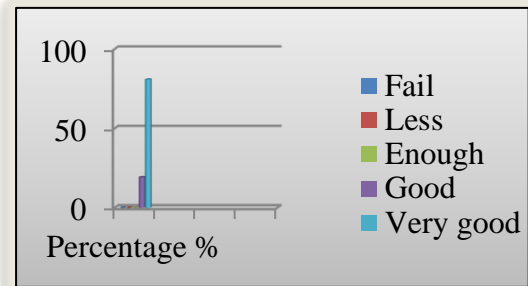
Graphic: The Percentage of the Students' Ability in Reading Comprehension in the Cycle II

Table: The students' ability in reading comprehension in all cycles

The result of the students' ability in reading comprehension in two cycles can be seen in this graphic below:
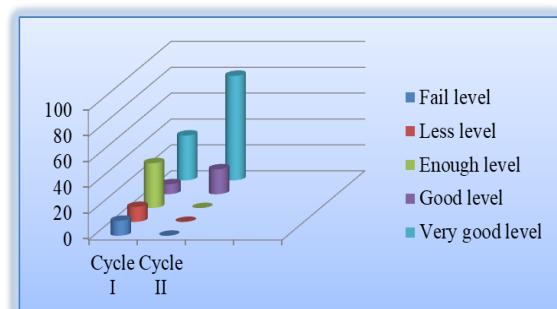
Graphic : The Percentage of Students' Ability in Reading Comprehension of All Cycles

CONCLUSION

Based on the result of this research, the researcher concludes that Think Pair and Square (TPS) Strategy is the appropriate strategy to increase the students' ability in reading comprehension.

In Cycle I, the students' ability in reading comprehension especially in descriptive text is not satisfying. The average of the student's value is 66,15. The highest value is 95 and the lowest value is 40. There were 3 students (11,53%) categorized into fail level, 3 students (11,53%) categorized into less level, 9 students (34,61%) categorized into enough level, 2 students (7,69%) categorized into good level and 9 students (34,61%) categorized into very good level.

In Cycle II, the students' ability got improvements. The students' ability in reading comprehension especially in descriptive text by using Think Pair and Square (TPS) Strategy. There is no students categorized into fail, less and enough level. The average of the students' value is 88,65 categorized into good level. The highest value is 100 and the lowest value is 75. There are 5 students (19,23%) categorized into good level and 21 students (80,76%) categorized into very good level.

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