IMPROVE STUDENTS' READING COMPREHENSION USING NARRATIVE TEXT THROUGH THINK-PAIR-SHARE TECHNIQUES

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ABSTRACT

This article aims to investigate the application of the think-pair-share method to improve narrative text reading skills in grade X students of SMK Kihajar Dewantara, Jambe. The research design used is classroom action research (PTK). The research instruments used are observations, field notes, and tests. The subject of the study was grade X students of SMK Kihajar Dewantara, Jambe consisting of 26 students. There are two success criteria in this study. First, if 80% of students actively participate in the learning process, and second if 80% of students get a minimum score of 75 as the minimum score criterion (KKM). The results showed that there were two rounds to implementing the think-pair-share method successfully. The results of the study in cycle 1 showed 16% of students could exceed the minimum score. Therefore, the first round has not been successful, and it is necessary to make improvements to the treatment given. In cycle 2, 58% of students were able to exceed the minimum score limit of 75. The significance of these findings lies in the potential of the think-pair-share method to enhance student engagement and improve reading skills, highlighting the need for continuous adjustments to teaching strategies for achieving optimal learning outcomes.

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1. INTRODUCTION

Education in general is something needed by humans in various countries (Fata et al., 2019; Halik et al., 2022; Learning & Homepage, 2020; No, 2023). Education is important for human life to prepare a generation that is able to compete in the 21st century (Iqbal et al., 2019; Maulidi & Sari, 2023; Pratama et al., 2019; Wardah et al., 2023). With quality education, it not only provides knowledge to the younger generation, but also is able to shape the character of better children (Madrasah et al., 2018; Maulidi & Sari, 2023). Educational progress must be developed properly in order to improve the quality of education so as to improve children's abilities (Learning & Homepage, 2020; *No Title*, 2016). With quality education, children's interest in basic skills such as reading, writing, listening, and speaking is getting higher and also children's understanding is expanding (Nurmalasari, 2022; Rahmawati, 2023). In addition to learning related to learning Indonesian, English learning is also a compulsory learning as an international language (Shida et al., 2023).

English is an international language used as a means of communication between nations. Currently, there are 1.35 billion people using English as a means of communication (Fajriadi, 2022; Indrawati & Maret, 2020; Inovasi et al., 2021). English lessons themselves were first introduced in Indonesia in the early 90s, since then English has become a lesson that must be learned by students from stepping on elementary school (SD) to university level (Kampar, 2018; Pendidikan & Vol, 2022; Susanto & Rahayu, 2023). In English language learning, there are four basic skills that must be taught and understood by students, namely reading, writing,

listening, and speaking skills (*ISSN 2798-3641 (Online)*, 2022; Syuhaimi, 2019; Wahyuni, 2009). Mastering the four English language skills in students is very important, this aims to find out the extent of mastery of English in intermediate level students (Grentzelos et al., 2017; Pendidikan & Vol, 2022). Among the four skills, Reading is one of the four components of language that students must master. Without reading, students cannot expand their knowledge, open windows to the world, and also access information technology in depth (Salim & Subando, 2023; Wahyuni, 2009).

Reading is a very important skill component in teaching English in addition to other skill components such as listening, speaking and writing. If a student is weak in reading skills, then the student will find it difficult to read and understand the text well which is teaching material at school and other reading materials (Keras, 2023; Kurniasari et al., 2022; Penelitian & Hajar, 2019). The ability to read is an ability or skill needed in today's life, not only as a fundamental thing in educational development but also as a critical ability that affects personal and professional (Moriuchi et al., 1994; Negara et al., 2023; Piliandini, 2022). And in reading, there are still many students whose intonation is not appropriate in places such as a period (.), comma (,), question mark (?), an exclamation mark (!). Moreover, in fluency, students cannot read aloud because students in reading are still stammering (Lasdya, 2022). In reading skills in upper secondary students, it was recorded that only 8% were able to read and understand English discourse texts orally and in writing, while 92% of the results in reading and understanding English discourse texts both orally and in writing were still unsatisfactory (Kurniasari et al., 2022). Most of the material provided by the teacher is in written form, if students have difficulty understanding the reading text then the indicators of student achievement will be greatly reduced (Learning & Homepage, 2020; Pahlawan et al., 2021).

Based on the syllabus of the Education Unit Level Curriculum (KTSP), narrative texts are taught to students from the eighth grade of junior high school (Muksin et al., 2021; Wahyuni, 2009). Narrative text is a fictional text that has the purpose of nurturing readers (Ekowati et al., 2023; Nikmah & Susilowati, 2020; Sarwani, 2015). In narrative text there are three text structures, namely containing the introduction of characters, the place and time of the story (who or what, when and where); Complication, problems arise / begin to occur and develop; Resolution, problem solved, good or bad (Nikmah & Susilowati, 2020; Sarwani, 2015). Because this narrative text is a fictional text, there are various characters that vary and with varied storylines. Fictional stories are produced through intensive appreciation and contemplation of the nature of life and life. The contemplation is carried out with full awareness and responsibility (Nurhadiansyah et al., 2019). In reading fiction or narrative text, the reader is in an active position and not passive, this means that the reader is not just active in understanding the reading text, but to a creative activity, which makes reading has its own value for the reader (Nurhadiansyah et al., 2019; Rizal et al., 2015). It indicates that by reading fiction, readers will gain something of value for life (Nuraeni, 2019). Unfortunately, even though narrative texts are taught since the eighth grade of junior high, even high school students still have difficulty in understanding reading texts (Muksin et al., 2021; YANTI, 2022).

The same is the case with students at SMK Kihajar Dewantara. Almost most of the class X students still do not have good English reading skills. 92% of them still have difficulty reading English and comprehension of reading texts, and only 8% are able to understand and read English reading texts well. Similarly, in understanding narrative text, students still have difficulty finding meaning and have not been able to find the main sentence in each paragraph. This is due to the lack of reading comprehension level and also lack of interest in learning in students, causing students' knowledge and reading skills to decrease.

The results of observations during the teaching and learning process in class, teachers do not use learning methods or models that can attract students' interest in English subject matter. Teachers only use lecture and question and answer methods, in this case lectures are more than questions and answers so that they stimulate students' thinking skills less. As a result, students play less active role in learning, lack concentration, no interaction between students, and no initiative from students to ask things that have not been understood and understood to their teachers. In addition, by using this method students become unfamiliar in reading English reading texts.

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think Pair Share technique has been a foundational tool in cooperative learning, it can be applied such as in many classrooms, workshops, and training rooms. When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think Pair Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill (Rahmah Muthia, 2018; Wahyuni, 2009).

Cooperative learning is the one of most researched teaching models. It is a learning model which did not evolve from one individual"s theory or from a single approach to learning. Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple: after asking question, the teacher tells students to think silently about their answer. As a variation, you might have them write their individual answer. Then the teacher asks them to work in pair to compare or discuss their responses.

Finally, the teacher call randomly on a few students to summarize their discussion or give their answer. The random calls are important to ensure that students are individually accountable for participating. Use of this strategy will help students to; draw on background knowledge to understand ideas, gives students time to think, generate and analyze ideas, maintain a high level of engagement, participate in small-group interactions, synthesize information, develop and practice reading skills. Use of this strategy also helps teachers increase their wait time, thus increasing student think time, as well (Dwigustini & Widiya, 2020).

Think-Pair-Share (TPS) is a classroom-based active learning strategy, in which students work on a problem posed by the instructor, first individually, then in pairs, and finally as a classwide discussion. Think-Pair-Share is a collaborative, active learning strategy, in which students work on a problem posed by the instructor, first individually, then in pairs or groups and finally together with the entire class. Group formation in Think-Pair-Share is done informally, students typically turn to their neighbors and begin discussing the task at hand (Kothiyal et al., 2013).

2.   RESEARCH METHOD

The research design used in this study is Classroom Action Research (CAR). Classroom action research aims to improve the process and learning outcomes in classes conducted in cyclical. CAR is action research which is done at classroom by teacher to improve learning practice quality. The problem of CAR must be started from teacher who wants to improve the quality of education. Based on the research problem, the researcher uses CAR because the researcher wants to know all of the process which must be done as teacher to student to develop students' reading skill on narrative text.

This research was conducted using the PTK (Class Action Research) method. This research was conducted at SMK Kihajar Dewantara, Tangerang Regency. This research process involved 26 TKJ grade X students as research subjects. The research was carried out in 2 cycles that applied the research procedures of Kemmis and Mc Taggart (1988) with stages of planning, action, observation and reflection. This study used qualitatively described quantitative methods, with data collection instruments in the form of observation sheets, and student written tests.

3.   RESULTS OF RESEARCH AND DISCUSSIONS

The research was conducted on grade X students in the first semester at SMK Kihajar Dewantara Tangerang Regency, carried out in two stages. Based on the results in cycle I and cycle II, success indicators have not been achieved. The success indicator in the study is if the average test result is 75. Before the action is held, a pre-test is held to determine the extent of students' ability in reading comprehension of English. This research is divided into three cycles. Each cycle consists of four stages. These stages are planning, action, observation and reflection. The process in each cycle can be seen as follows.

3.1. Cycle 1

At the planning stage, the researcher makes a plan according to the subject syllabus. The competencies achieved in the first cycle are students have good English reading skills, content suitability, language suitability, vocabulary skills. In the action stage, researchers take steps to greet students, pray before starting activities and ask about student attendance or attendance. The teacher presents material related to English reading comprehension skills.

In addition, the teacher also explained about Narrative Text using the Think-Pair-Share technique. The material they will read is a narrative text. The results of the collaborators' observations in the first cycle show that the situation of teaching and learning activities can be seen in the following description:

 a.   Students begin to understand the material using the Think-Pair-Share technique;
 b.   Students began to enthusiastically participate in teaching and learning activities using the Think-Pair-Share technique.

Based on the results of observations made by collaborators on researchers and students by filling out the observation sheet, it can be described as follows.

Table 1. Results of Researchers' Observations of Students in the Cycle 1

Total Score	1374	1664	290
Average	52,8462	**64**	11,1538462

Tabel 2. Test Cycle Evaluation Results 1

Range	KKM	Sum of Students
40-50	75	2

50-60		4
60-70		10
70-80		7
80-90		3
90-100		0
Average		64

Success = 4/26 x 100% = 16% ; Fail = 22/26 x 100% = 84%

Based on the test results in cycle I, there were 4 students (16%) who met the KKM 75 standard, and 22 students (84%) did not meet the KKM 75 standard. Next, researchers and collaborators discuss the results of the action. From the students' reading scores, it can be seen that there are only 4 students who can achieve the standard minimum score of 75 and there are 22 students who fail. Researchers and collaborators discuss to create some strategies to overcome the problems in cycle II.

In the first cycle, the primary objective was to enhance students' English reading comprehension skills, with a particular focus on understanding the content, language appropriateness, and vocabulary development. The Think-Pair-Share technique was employed to engage students actively in the learning process. The observations made during this cycle revealed that while students were actively involved in the learning process, only 4 students (16%) achieved the minimum score requirement (KKM 75), while 22 students (84%) failed to meet the standard. This outcome indicates that, although the chosen teaching technique was effective in fostering student participation, there were still significant challenges in achieving optimal learning outcomes (Anggraini, 2021). One of the primary reasons for the failure was students' limited understanding of the narrative texts, particularly with regard to the contextual meaning and vocabulary used in the texts (Rohmani, 2022; Zulkha & Setyawan, 2022).

According to constructivist learning theory, students develop their understanding through social interaction and direct experiences, as evidenced by the use of the Think-Pair-Share technique (Piaget, 1970). However, despite the interaction and discussion between students, the insufficient exposure to complex texts likely hindered their comprehension. Therefore, it is essential that future teaching strategies focus on providing more structured reading exercises and vocabulary enrichment (Ratnasari et al., 2022; Susanti et al., 2021).

Moreover, in this cycle, the lack of immediate and specific feedback may have contributed to students' misunderstandings of the material presented. Immediate and constructive feedback is crucial in language learning, as highlighted by (Maulyda et al., 2025; Tyaningsih et al., 2020), who argue that clear feedback significantly enhances learning quality. Thus, improving feedback mechanisms in the subsequent cycles, allowing students to reflect on their comprehension more frequently, is imperative.

3.2. Cycle 2
In cycle II researchers prepare lesson plans, worksheets, teaching materials in the form of narrative texts, observation sheets and reading tests. Collaborators and researchers choose narrative texts as reading texts in cycle II. The learning objective in cycle II is that students can understand the simple meaning of a short essay narrative text.

Different from cycle I, researchers pay close attention to everything that happens during observations in cycle II. Researchers use research instruments to capture the progress of student collaboration and researcher observations. The final results in cycle II showed that the score of students who reached KKM (75) was 15 (58%) students. And the score of students who failed to reach KKM (75) was 11 (42%) students.

Tabel 3. Results of Researchers' Observations of Students in the Cycle II

Total Score	1664	1937	273
Average	64	**74,5**	10,5

Tabel 4. Cycle Evaluation Test Results II

Range	KKM	Sum of Students
40-50	75	0
50-60		0

60-70		5
70-80		12
80-90		6
90-100		2
Average		64

Success = 15/26 x 100% = 58% ; Fail = 11/26 x 100% = 42%

Based on the test results in cycle II, 15 students (58%) met the KKM standard (75). And 11 students (42%) have not met the KKM standard. So that the success rate in cycle II is: Total score = 1937/26 x 100% = 74.5%. Based on the results of evaluation tests in cycle II, the success rate or completeness has increased from cycle I with a success rate of 74.5% with an average value of 74.5. In general, the students enjoy the learning techniques that individuals take after discussion. And based on the scores from the second test, it shows that there are 15 (58%) students who can reach the minimum score standard (KKM) 75. And there are only 11 (42%) students who fail.

In the second cycle, significant adjustments were made to ensure better comprehension of narrative texts. The teaching strategy focused more intensely on the structured understanding of short essay narrative texts. The learning objective for this cycle was to ensure that students could grasp the simple meaning of a narrative text. Unlike the first cycle, this cycle saw more focused observation, with careful attention paid to every step of the students' learning process. The results showed a marked improvement, with 15 students (58%) achieving the KKM (75) standard, while 11 students (42%) still failed. This improvement suggests that, while challenges remained, the revised teaching approach, which included more focused practice and structured exercises, was effective in improving students' reading comprehension (Asrin et al., 2024; Maulyda et al., 2021; Rosyidah et al., 2020).

The improvements observed can be attributed to the application of Vygotsky's Zone of Proximal Development (ZPD), which emphasizes providing scaffolding to students as they work towards mastering more complex concepts through guided interaction (Vygotsky, 1978). The feedback and guidance provided in this cycle were more targeted and aligned with students' specific learning needs, which likely contributed to their improved performance.

Despite the overall improvement, some students still did not meet the KKM standard, which may be attributed to individual motivational differences or varying levels of comprehension, possibly influenced by students' differing linguistic backgrounds. Darmiany et al. (2021) underscores the importance of motivation in academic achievement, suggesting that tailored challenges aligned with each student's ability can enhance their intrinsic motivation to learn. Furthermore, the more frequent and personalized feedback provided in Cycle 2 played a crucial role in students' improved performance. As (Indraswati et al., 2020; Widodo et al., 2020) assert, feedback that is clear and actionable significantly aids learning. The teachers' focus on providing timely and specific feedback in Cycle 2 helped students correct misunderstandings and consolidate their learning.

4.   CONCLUSION

The application of the Think-Pair-Share (TPS) method proved effective in improving students' reading skills, particularly in narrative texts, as well as enhancing their motivation and solidarity. The results from the score tests indicated a significant improvement in student performance, with the percentage of students meeting the Minimum Completeness Criteria (KKM) rising from 16% in Cycle 1 to 58% in Cycle 2. This shows that TPS fosters greater student engagement and understanding, allowing for collaborative learning that improves reading comprehension. Despite the positive outcomes, the study has limitations, including a small sample size of 26 students, which restricts the generalizability of the results. Additionally, the study focused solely on reading skills in narrative texts, leaving the application of TPS in other language areas, such as writing and listening, unexplored. Further research with larger samples and expanded focus areas could provide deeper insights into the method's effectiveness. The findings hold significant implications for teaching practice, emphasizing the value of active learning strategies like TPS in improving academic performance and fostering a collaborative classroom environment. This method not only enhances reading comprehension but also promotes students' interpersonal skills and motivation. Thus, TPS can be a useful tool for educators seeking to improve student engagement and academic achievement across various subjects.

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