

# Developing a Reading Learning Models Based on Think Pair Share

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## ABSTRACT

This studies designed a version of coaching studying for State Islamic Collage EFL college students primarily based totally at the English curriculum on the English Department and the idea of the Think Pair Share Model so as to enhance the studying comprehension of the college students. What form of coaching version can assist college students to enhance their studying cappotential? The steps of this developmental survey encompass want evaluation, layout, version improvement, implementation, and evaluation. This paper performed want and conceptual evaluation a number of the studying academics to generate a version of coaching. In the version improvement and implementation, academic substances have been designed to strive out the coaching version with treatment, questionnaire and remark to peer the effectiveness of the version. The academic substances don't forget the desired and decided on studying substances, Think Pair Share (TPS), and studying tasks. The academic substances have been reviewed and proven through the studying academics. The academic layout includes pre-studying interest, even as interest, and publish interest withinside the classroom, exercise in organization of pair college students in every organization withinside the classroom, and sophistication discussions turned into primarily based totally on studying objectives, pedagogical aspects, the language competence, self- decided on studying substances, and required studying substances. The end result of studying check indicated that the coaching version improves the studying cappotential of the college students. exercise in organization of pair college students in every organization withinside the classroom, and sophistication discussions turned into primarily based totally on studying objectives, pedagogical aspects, the language competence, self-decided on studying substances, and required studying substances. The end result of studying check indicated that the coaching version improves the studying cappotential of the college students. exercise in organization of pair college students in every organization withinside the classroom, and sophistication discussions turned into primarily based totally on studying objectives, pedagogical aspects, the language competence, self-decided on studying substances, and required studying substances. The end result of studying check indicated that the coaching version improves the studying cappotential of the college students.

**Keywords:** *model of teaching, Think Pair Share (TPS), reading ability, EFL students.*

## 1. INTRODUCTION

The ability of reading is one of the proficiency standards in English that must be achieved at all levels of education, especially at the tertiary level. Through analyzing skills, college students are anticipated a good way to study and apprehend the analyzing textual content at an ok speed.

Reading can be done in various contexts of circumstances, and sometimes it takes the ability to

interpret the writing into something meaningful. More than that there are times when someone is expected to read in certain conditions, for example, in a more formal setting such as an academic context as part of learning [1]. He stated that modern society are expected to be good readers in order to be successful, considering that so much information is conveyed in written form, as well as that which is conveyed via audio-visual. [2] stated that reading was needed to achieve academic success and intellectual growth.

There are 3 (three) phrases that had been regularly used to offer the fundamental additives of the studying manner, specifically recording, interpreting, and that means. Recording refers to phrases and sentences, then associating them with their sounds in step with the writing gadget used, while the interpreting manner (encoding) refers back to the manner of translating a sequence of pix into phrases. In addition to interpreting abilities, readers ought to additionally have the abilities to recognize that means. Understanding of that means takes region thru diverse levels, beginning from the extent of literal expertise to interpretive, creative, and evaluative expertise. Thus, it is able to be stated that studying is a aggregate of perceptual and cognitive processes. [3] said that:

*Additional comprehension skills that must be thought and practiced including assessing and connecting with students background knowledge, preaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instructional in strategies, teacher-guided and student-centered discussions about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.*

This theory suggested that, reading is essentially a process of building the meaning of messages conveyed through written symbols. In this process, readers integrate or associate information, messages in writing with the knowledge or experiences that readers already have (schemata). In the reading process, readers use various skills including physical and mental skills.

The development of schemata theory seeks to explain the results of research which states that the knowledge possessed by the readers will affect the reader's understanding of the text. According to [4] schemata were "... ..interlocking mental structures representing the reader's knowledge". This knowledge was built from previous experience based on experience. This means that when readers process text, readers integrate new information into the schemata they already have. More than that, their schemata also influence how readers control the information as well as how they store that information.

Based on observations at the time of observation at the State Islamic Institute (IAIN) of Kerinci English Education Department, the learning system carried out by the lecturers in the Reading subject there were still many students who were not active in learning, this was because the learning model applied still used the classical model where students tend to be passive. This could be seen in the activities of students in class, including being silent when given time to ask questions about the material being discussed. This condition shows that there is still a lack of student activity and interaction in the lecture process. This situation can

make the classroom atmosphere less interactive for learning, less optimal learning, so that the results are also less than optimal.

The results of the final semester examinations in reading 1, it was known that from 28 students, none of them scored "A" (80-100), 9 students scored "B" (70-79), 11 students scored "C" (60-69), 5 students scored "D" (55-59), and 3 students scored "E" (<54). The data shows that students have not been able to achieve the expected value because 8 students have not passed this course (source of odd semester exam results for Reading 1 English Tadris Study Program).

The ability to understand a student's reading is strongly influenced by the student's background as confirmed by Neufild (2005: 302) who said that student understanding is a construction process of what they read both during reading and after reading. This opinion was later supported [5]. He stated that students' reading comprehension is the product of what they read which is related to the background or initial knowledge of the students. This is in line with the opinion of [6] that reading difficulties arise because reading is not always a "single skill" which is used the same way every time, but is a "multiple skills" which is used differently in different types of text and different purposes.

The prevalence of studying conditions, because the researcher argues above, become concept to have commenced from the useless studying. Therefore, any efforts made to enhance the exceptional of training need to be initiated and centered on efforts to enhance the exceptional of the studying manner with the aid of using optimizing all additives worried in it. The studying manner is the actualization of operational instructional sports in instructional situations.

[7], said that gaining knowledge of become an implementation of a curriculum plan. Learning has a totally critical function in imposing the curriculum. Learning because the implementation of a written curriculum is the middle and soul of training. This is according with [8], which said that the each day gaining knowledge of system among teachers and college students become the spearhead of the training device in an effort to obtain instructional goals. As the middle and soul of training and the spearhead in reaching instructional goals, it's far becoming that gaining knowledge of is frequently the challenge of communicate and turns into the item of discussion. Even alevn though it's been mentioned a lot, gaining knowledge of continues to be exciting to be studied. The reality suggests that if there's a choice to enhance the great of training, as a result gaining knowledge of is usually the pinnacle precedence and access point. With a great gaining knowledge of system it's far was hoping that it is going to be capable of enhance the great of graduates produced, wherein the great of graduates is the principle indicator of the great of training.

The method of gaining knowledge of version in tertiary establishments nonetheless has a tendency to predominantly use exposition or expository gaining knowledge of models. In the gaining knowledge of version, the exposition of gaining knowledge of substances is provided to college students in completed shape and college students are required to grasp the material. In phrases of academics, this version is frequently called an expository version due to the fact academics generally tend to feature as conveyors of messages or gaining knowledge of information [9] which can be complemented with the aid of using demonstrations [10].

The findings of this observe require the want for a gaining knowledge of version that gives broader possibilities for college kids to expand their mind and studies via diverse varieties of participation and institution cooperation or different institution assignments. The gaining knowledge of version become a conceptual framework that describes a scientific process for organizing gaining knowledge of studies to reap precise gaining knowledge of desires and serves as a manual for gaining knowledge of designers and instructors in making plans and sporting out gaining knowledge of activities. (Herman Hudoyo, 2001: 113).

Based at the troubles above, it became one of the feasible gaining knowledge of fashions to optimize scholar interest and interplay in lectures became the Think Pair Share (TPS) version. [11] said that the assume pair percentage version introduces the concept of "questioning time or ready time" which became a robust component in enhancing college students' capacity to reply to questions. This version became easy as it did now no longer take a long term to set up sitting or institution college students, college students are paired with a pal beside them. This version additionally trains college students to have the braveness to argue and admire the critiques of friends. Think-Pair-Share (TPS) gaining knowledge of version created environmental situations withinside the school room that help every different thru cooperative gaining knowledge of in small groups, in addition to institution discussions in class. Cooperative gaining knowledge of sports emphasize the notice of college students wanting to learn how to follow those information, concepts, competencies to college students in want and every scholar feels glad to make contributions his information to different individuals of the institution. Think-Pair-Share sort of cooperative gaining knowledge of gave college students greater time to assume, answer, and assist one another. [12].

Several research have said that the TPS version ought to boom studying hobby and fulfillment including: (1) [13] of their studies entitled "The Implementation of Think Pair Share Model to Improve Students' Ability in Reading Narrative Texts ". The

consequences confirmed that the students' capacity to study narrative texts progressed after the software of the Think Pair Share version. More specifically, some of research that display the Cooperative Learning version of studying which in its implementation may be a Think Pair Share version, amongst others performed via way of means of [14], that cooperative studying techniques ought to facilitate cross-curriculum / situation techniques and age, boom self-esteem, cohesion and social skills,

## **2. METHOD**

This study used development research (Research & Development) by following the "ADDIE" development model. [15] said that improvement studies turned into studies used to provide positive merchandise and check the effectiveness of those merchandise. To be capable of produce positive merchandise used studies that turned into desires evaluation and assessments the effectiveness of the product. So improvement studies is longitudinal.

The version advanced became applied via the Reading II path to decide its validity, practicality, and effectiveness. The studies records had been gathered through the use of observation, questionnaires, interviews, and tests. Then analyzed the use of the SPSS 16.zero collection software program program.

## **3. RESULT AND DISCUSSIONS**

The research results were analyzed qualitatively and quantitatively, this was done to answer the research questions.

### ***3.1 Analysis of Reading Class Implementation in Reading Course II***

#### ***3.1.1 Activities carried out by lecturers in the implementation of the Reading II Course.***

The results of the interviews from pre-analysis showed that the lecturers of the Reading subject at the State Islamic Institute (IAIN) of Kerinci English Education Department have not fully prepared and carried out the Reading II in lecturing process which was able to improve reading comprehension and actively involve students in accordance with the demands of the Ministry of National Education Regulation number 41 of 2007 regarding process and curriculum standards English Education Department State Islamic Institute (IAIN) of Kerinci.

There are factors causing the learning process at Reading II was not optimal, such as: (1) the lack of understanding of lecturers would be important to prepare syllabus before learning was carried out, (2) the lack of mastery of lecturers on learning models and

strategies that were able to activate students both individually and in groups, (3) the reluctance of lecturers to change the teaching behavior that they were used to practicing, (4) the lack of students taking advantage of the opportunities available to be active in the lecture process.

**3.1.2 Student Activities in the Implementation of the Reading Subject at Lecturing Process.**

From the results of the preliminary students' Reading II learning activities were obtained from the observation sheet on each observed aspect. IT was found that reading aspects of reading material are 15.15%, aspects of asking questions are 0%, aspects of expressing opinions in group discussions are 27.27%, responding to other people's opinions are 0%, aspects of paying attention to are 78.79%, aspects of making notes are 84.85%, aspects of conducting group discussions is 0%, doing assignments are 15.15%, and aspects of caring for group members are 0%.

Based at the findings from students' observations of students' Reading II getting to know activities, it may be concluded that the students' low affective studying capacity withinside the writer's view become the principle mirrored image of the failure of studying getting to know finished withinside the State Islamic Institute (IAIN) of Kerinci English Teaching Department. This failure was understandable because the various reading subjects presented in this research location were never accompanied by how to read the written discourse. The failure to implement the correct reading strategy causes the average student to only be able to read monotone, apply the same reading style to each reading material, even worse, never know how to practice reading comprehension.

**3.2 Design of Reading Learning Model Think Pair Share-Based**

The model designed in learning to read is the learning steps in the class process from beginning to end. The model system is modified from the Think Pair Share model. In applying the structural model, [16] used the following steps: first, students think, and take notes individually. The second, they work in pairs to create some reasons to support both their thinking of a problem. Next, the two couples work together to come up with an agreement that supports and refines some of their reasons for the problem. Third, each group, for example four students (two groups) share the conclusions and arguments of its population with the whole class.

Based on the steps of the think pair share structural model in Kennedy's opinion above, the researcher followed the systematic design steps for developing a reading learning model, namely basic competencies,

achievement indicators, learning objectives, learning activities with the steps of implementing the think pair share model, and evaluating the final reports.

**3.3 Development of Reading Learning Model Based Think Pair Share**

The improvement of Reading Learning Model Based Think Pair Share on this take a look at changed into described as a sample or layout that carries a conceptual framework and techniques or systematic steps in organizing studying reviews to gain positive studying objectives. In this case the reading learning model (Reading) developed was a reading learning development model that was modified of Think Pair Share learning model design by arranging steps and learning techniques for Think Pair Share that are appropriate and relevant to learning needs, characteristics and students' needs and learning materials for Reading courses at the English Language Education Department at IAIN Kerinci.

The products developed in this study consisted of, the Think Pair Share-based Reading Learning Model Book, lecturers' book on reading learning based on think pair share, student book, the Reading Class Program Unit Lesson (RSAPM) as well as the Reading Learning Activity Plan (RPPM).

**3.4 Implementation of Reading Learning Model Based Think Pair Share**

The results data obtained from observations, questionnaires, and interviews are compiled in the form of a recapitulation of the results implementation of reading learning model based think pair share which is listed in Table 4.1.

**Table 4.1.**Recapitulation of the Results of the Implementation of Reading Learning Model Based Think Pair Share

No .	Research Instruments	Total Average (%)
1	Observation Results of the 1st Meeting	65.32
2	Observation Results of the 2nd Meeting	88.55
3	Questionnaire Results of the 1st Meeting	74.42
4	Questionnaire Results of the 2nd Meeting	91.75
5	Questionnaire Results of the Response	76.48
6	Interview results	93.93

Based on table 4.1, it could be seen that the assessment obtained from the three data collection methods, namely observation, questionnaires and interviews, shown different scores. The scores obtained

from questionnaires and interviews have a higher score than the observation score. This difference was due to a different point of view, namely observation from the perspective of the researcher, while the results of questionnaires and interviews were the point of view of the students. Researcher's subjectivity played a role in the observation data and the tendency of students to express themselves better appeared in questionnaires and interviews. Despite of showing different scores, basically, it has shown an increase in reading learning activities in the Reading course at lecturing process using reading learning model based Think Pair Share. The research results have met the specified minimum standards. The results of this study are in line with the theory expressed by [17]. He expressed that learning is said to be successful and quality if all or at least most (75%) of students are actively involved, both physically, mentally, and socially in the learning process.

**3.5 Evaluation Results of Think Pair Share Based Learning Learning Model.**

**3.5.1 Practicality Results**

The results of the practicality of the reading learning development model were seen from the observation of the implementation of the think pair share-based reading learning model in table 5.1.

**Table 5.1.** The Results of Practical Observation of Reading Learning Implementation Based on Think Pair Share

No .	Activities Assessed	Ratin g result	Category
1	Pre-Activities	5	Very Practical
2	Whilst Activities	4.44	Very practical
3	Post- Activities	4,1	Practical
4	Time Management	4	Practical
5	Observation of Classroom Atmosphere	4.5	Practical
	<b>Final Average</b>	<b>4.41</b>	Very Practical

Based on the results in table 5.1 above, the average score obtained in implementing the reading learning syntax was 4.41. This shows that the ability of educators to carry out the learning syntax with. Therefore, it could be seen that the ability of educators in implementing think pair share-based reading learning syntax could be said to be "very practical".

**3.5.2 Effectiveness Results**

The effectiveness of the research product was taken from the pre-test and post-test results about reading learning based on think pair share. Data from pre-test

**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Mean Error
Pre-test results	1	33	74.09	11,282	1,964
Post-test results	2	33	85.45	9,792	1,705

and post-test results were analyzed by conducting t-test to see differences in learning outcomes before development and after development of the think pair share-based reading learning model. This analysis uses the SPSS 16.0 series software program. Result the analysis is presented in the following.

Analysis of student learning outcomes data above, it could be seen that there were differences in the improvement of learning outcomes before development and after development of reading learning model based.think pair share The average score of post-test result was 85.45 which was higher than the pre-test average result of 74.09. This means that there was a significant effect between learning outcomes before the development model was applied and after the development model was applied during testing. The t-test results also shown that the sig. = 0.000 (<0.05). This way that the speculation become common and the fee proven that the analyzing improvement version primarily based totally suppose pair proportion has an impact at the check results

Based on analyst data from the pre-test and post-test results, it could be seen that there was an increase in learning outcomes by 11.55%. The percentage of student mastery of learning material after implementing reading learning based on think pair share of 85.45% is categorized as very good. In other words, the implementation of the Reading learning model-based Think Pair Share in the Reading II course of English Education Department IAIN Kerinci was categorized as more effective and it could improve student learning outcomes.

**4. CONCLUSION**

Based on the results of the research and discussion that has been stated, it could be concluded that the results of the study indicate that the Reading Learning Model Based Think Pair Share which developed has been empirically tested as an effective model for improving the quality of reading learning in Reading II courses.

**AUTHOR'S CONTRIBUTION**

The contribution of this research was that the Reading Learning Model Based Think Pair Share could be widely used as an alternative model to improve the quality of reading learning in the Reading II subject.

This research could be continued on a wider range of research subjects to improve the quality of learning.

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