

The effectiveness of think-pair-share model in the reading class among tenth-graders of vocational high school students

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Abstract: This study aims at assessing the tenth-graders' reading achievements at the Vocational High School whose organizationally affiliates with Muhammadiyah Islamic organization in Seyegan Sleman through the think-pair-share model. Thirty-six ($n = 36$) students of tenth-graders of the vocational high school participated as the respondents. Data collection used tenth-graders' reading test and learning observation. Quantitative data were statistically analyzed by the SPSS program to gain the descriptive analyses of the test, while qualitative data analyzed by qualifying the observational-based session descriptively. The finding of the test also noted that the lowest score of reading gained 45.00 and the highest score was 100.00 through the analytic scoring assessment. Meanwhile, the mean was 78.89 and the standard deviation was 14.289 ($n = 36$). The overall achievement of reading was in good category with 25.0%, while the finding of the observation showed that the tenth graders were able to work with their friends in reading class by conducting the think-pair-share model.

Keywords: Narrative reading, learning effectiveness, think-pair-share, tenth-graders experience

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INTRODUCTION

Inclusive Reading is fun-way to get knowledge. It is true indeed-reading brings wisdom (Kung, 2017). Beyond reading, we learn a lot and it is the most prominent language skills (Jung & Révész, 2018). Unfortunately, students, adults, and even educators read very less (Ben-Yehudah et al., 2019), since facts are revealed in accordance with the occupied televisions or other forms of entertainment facilitated (Kazemi, Bagheri, & Rassaei, 2020). Reading becomes a primary leisure activity among the educated lot. The tragedy is that, with time, people have lost their skill and passion to read (Commodari et al., 2019). Thus, the need to develop a habit to read is very important. Reading is known as a dynamic process combination (Willard & Buddie, 2019). Su (2016) points out that reading can be seen as an "interactive" phase between the reader and the text that contributes to automation or reading fluency. It bridges an interactive process for the readers to construct a meaningful representation of the texts (Sumekto, Taufiqulloh, & Aryani, 2022). It means that reading can build meaningful (Al-Qahtani, 2021). Reading is essential because the student can increase not only their wise in thinking but also their knowledge, attitudes, and information through reading activities (Whitten, Labby, & Sullivan, 2016).

Moreover, three aspects complete the basic skills in reading the English texts, such as vocabulary, grammar, and spelling become the essential matters in reading supports (Gopal & Singh, 2020; Elleman et al., 2017). In foreign language learning, vocabulary becomes an important thing because the meaning of the word is emphasizing both in the book and in the classroom (Liu, 2020) practices. Grammar is the writer's rules governing when to use which forms or structures (Kamal, 2019). Thus, grammar is something that is very much noticed. In addition, Liu et al. (2020) convey that spelling is a complex process involving different abilities at the same time when a word is spelled. It is helpful for learners to have a good knowledge of reading.

Reading is a set of skills including making sense out of the printed word and deriving meaning. For reading, we need to be able to decode (sound out) the printed words and understand what they are reading (Roberts et al., 2019; Kucirkova & Cremin, 2017).). According to Satriani (2019), reading is a learning source and a source of pleasure. It could be an in-house goal and a way to achieve other goals. As a learning source, reading will set up previously learned vocabulary and grammar, help learners learn new vocabulary and grammar, and help learners to learn more and continue their language learning through successful language use (Voellinger et al., 2018). Reading can be a source of enjoyment and a way to gain knowledge of the world as a task in its own right. When learners develop reading skills and fluency, they may improve their enjoyment (Garces-Bascal et al., 2018; Merga, 2017). In addition, Orkin et al. (20217) address that reading is a method of using text to create sense. If there is no meaning to be made, there is no reading taking place.

Think-pair-share is a cooperative discussion strategy that gives students time to think, respond, and help each other (Alexander & Jarman, 2018), at which point thinking becomes an important factor in improving students' ability to answer the questions (Ho, 2016). This model is beneficial for students since it is one way to incorporate cooperative learning into a classroom in order to give students the opportunity to actively process and develop a meaningful understanding of class material (Cheng, 2016). Three steps of think-pair-share, namely: *Think*: In the first step, the teacher asks questions or problems related to the lesson and ask students to use a few minutes to think for themselves the answers to questions or problems. The teacher explores students' understanding (Kumara & Kumar, 2019). *Pair*: The teacher asks students to pair up with their classmates and discuss the answers for several minutes to unite their ideas. Interaction during the given time can unite the answers to the questions or problems given by the teacher (Memiş & Kandemir, 2019). *Share*: After combining ideas, the teacher calls the students' names randomly to come to the front of the class. Automatically, the pairing of the students' name that called by the teacher also comes to the front of the class and shares the answers they have discussed with all their friends in the class (Mesgar & Tafazoli, 2018).

Based on the pre-observation at the class of Accounting II on the second week of November 2021, this study found that the students found the difficult thing not only when they translated the word, but also when they tried to understand the sentences talk about in Indonesia version. The students were afraid when they wanted to ask their friends and collaborate to answer the question from the teacher. Besides, tenth-graders had other crucial problems on first, technical vocabulary: vocational tenth-graders were often confused when reading department-specific terms, such as automotive, programming, accounting, or hospitality terms. Second, functional Illiteracy: tenth-graders could read texts fluently, but fail to grasp the essence, evaluate, or reflect on the content of the reading. Third, they ignored of pauses and intonation: many tenth-graders read long texts like robots without paying attention to punctuation, thus impairing

understanding of the meaning of the sentence. Fourth, phonemic slurs: tenth-graders still had difficulty pronouncing complex letter combinations or phonemes, such as *tr*, *kl*, and *sy* correctly. Fifth, reading anxiety: nervousness or fear of making mistakes among tenth-graders when the teacher asked to read aloud in front of the class, especially because they were used to using everyday non-standard language. Ragan et al. (2019) point out factors causing low interest in tenth-graders were due to low motivation, from which they only read when required by the teacher or when approaching an exam. Further, the digital distraction also became uncontrolled use of mobile phones for social media or games shifts focus and reduced endurance in reading long texts (Shih & Huang, 2018). Last but not least, they lacked of environmental support, where an unattractive library at school or a lack of reading habits in their social and familial circumstances (Drieghe et al., 2019).

From these matters, the collaboration among the students did not work well. Think-pair-share is one of the techniques. The basic foundation of think-pair-share was to make students more participate in the teaching-learning process by talking to their classmates (Spencer et al., 2019). Think-pair-share gives freedom to the students to share their ideas that they have. It does not need a lot of time because they can directly practice using this method. This model is beneficial for students since it is one way to incorporate cooperative learning into a classroom in order to give students the opportunity to actively process and develop a meaningful understanding of class material (Soto et al., 2020).

METHODS

This study of a case, question, or phenomenon used the systematic method to analyze it and improve its concepts and theories (Kanniainen et al., 2019). The method in language teaching referred to a patch to teach and learn reading subject based on formal and academic concepts and procedures, like an interpretation of views on how best to teach and learn a reading class. Stearns (2017; Kucirkova, Littleton, & Cremin, 2016) address that a method is a scientific way to get data with a specific purpose. The meaning of the research method was a particular way of studying something in order to discover or better understand new information. The strategy of the research used was the mixed-method strategy. Creswell (2014) states that mixed-method research incorporates elements of both qualitative and quantitative approaches. It involved the use of both approaches in tandem so that the overall strength of a study was greater than either qualitative or quantitative research.

This study accommodated two techniques of collecting the data. First, observation. The observation was the observation made directly in the reading class to obtain the information. From the opening to the closing session, the observation conducted about the teaching and learning process of reading. The observation was done 3 times with the tenth-graders of accounting class II. There were 2 male and 34 female students. The reading class started with the narrative text and ended with the multiple tests or quizzes. Second, test. Reading test was an instrument of collecting the data to measure tenth-graders' skills. The test was performed after the tenth-graders finished with reading session for more or less 45 minutes. The test in the third meeting on Monday, second week of February 2023. There were 20 questions for the students that talk about narrative text. The researcher provided 4 stories of narrative text. The test conducted to know the comprehension of the students after learning the narrative topic using the Think-pair-share model.

In this research, the mixed-method designs employed a combination of quantitative and qualitative research. There was more insight to be gained from the combination of both qualitative and quantitative research than either from itself. Their combined use provides an

expanded understanding of research problems. According to Creswell (2014), there were four important aspects of planning mixed methods procedures. They were timing (in this case, it was more manageable to collect both quantitative and qualitative data at roughly the same time, when the researcher(s) was in the field collecting data, rather than to revisit the field multiple times for data collection), weighting (weight might be equal; in other studies, it might emphasize one or the other. In practical terms, weight occurred in a mixed- method study through such strategies as to whether quantitative and qualitative information was emphasized first, the extent of the treatment of one type of data or the other in the project, or the use of primarily an inductive approach, mixing (mixing the data was difficult at best when one considered that qualitative data consisted of text and images and quantitative data, numbers. Mixing of the two types of data might occurred at several stages: the data collection, the data analysis, interpretation, or at all three phases. Mixing meant either that the qualitative and quantitative data were actually merged on one end of the continuum kept separate on the other end of the continuum or combined in some way between these two extremes), and theorizing (in mixed-method studies, the theories were found typically in the beginning sections as an orienting lens that shapes the types of questions asked, who participated in the study, how data were collected, and the implications made from the study).

Meanwhile, the data were quantitatively analyzed by the descriptive statistics, conveying the numerical data gained through the average of the tenth graders' narrative text scores. To prove whether the tenth-graders increased their achievements on reading' narrative text, the tests were designed to conduct with pre- and post-test of multiple choices. The descriptive qualitative approach identified and provided evidence to support the data collected, by showing descriptions, interpretation, and clarifications of naturalistic social contexts (Wu & Peng, 2017).

RESULTS AND DISCUSSION

First, as summarized in Table 1, the score distribution on frequencies of tenth graders' reading pre-test was graphically interpreted with the histogram display (Figure 2), as follows:

Table 1. Frequencies of tenth-graders' first narrative reading test

Score	Frequency	Percent	Valid Percent	Cumulative Percent
45.00	1	2.8	2.8	2.8
50.00	1	2.8	2.8	5.6
55.00	6	16.7	16.7	22.2
60.00	9	25.0	25.0	47.2
65.00	9	25.0	25.0	72.2
70.00	9	25.0	25.0	97.2
75.00	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Second, data analysis of tenth graders' first pre-test on reading described the frequencies and descriptive statistics result through Table 1 and Figure 1 in the following: 1 student (2.8%) indicated their mechanics skill with the fail category, 1 student (2.8%) indicated their mechanics skill with the fail category, 6 students (16.7%) indicated their mechanic's skill with the fail category, 9 students (25.0%) indicated their mechanics skill with the poor category, 9 students (25.0%) indicated their mechanics skill with the poor category, 9 students (25.0%) indicated their mechanics skill with the average category, 1 student (2.8%) indicated their mechanics skill with the good category. Meanwhile, there was no student achieving their evidence of reading skills in the excellent category. The finding also recorded that the lowest

score of evidence component gained 1 and the highest score was 1. Students' mean was 62.64 and the standard deviation was 6.707 with $n = 36$. The overall achievement of the evidence component showed an average category with 25.0%.

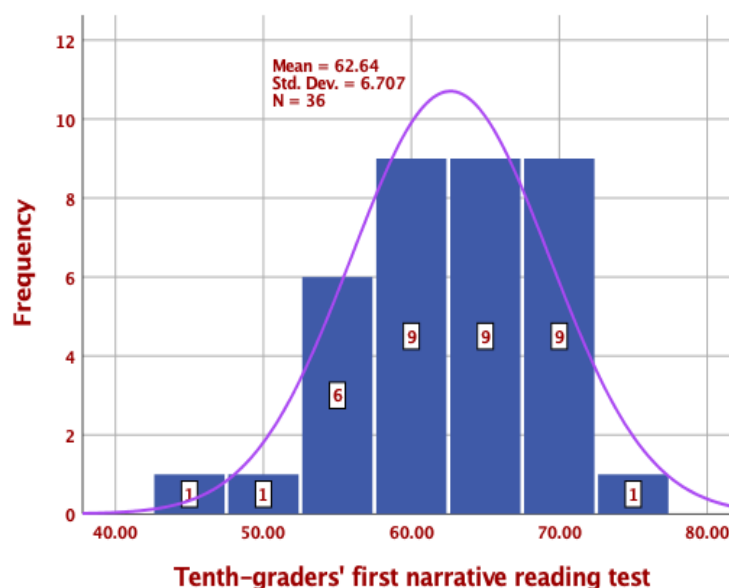


Figure 1. The histogram of tenth-graders' first narrative reading test

Table 2. Descriptive statistics of tenth-graders' first narrative reading test

	N	Min.	Max.	Sum	Mean	Std. Dev.
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Reading Pre-Test	36	45.00	75.00	2255.00	62.6389	6.70672
Valid N (listwise)	36					

Table 3. Frequencies of tenth-graders' second narrative reading test

		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	45.00	2	5.6	5.6	5.6
	55.00	1	2.8	2.8	8.3
	60.00	1	2.8	2.8	11.1
	65.00	2	5.6	5.6	16.7
	70.00	3	8.3	8.3	25.0
	75.00	9	25.0	25.0	50.0
	80.00	4	11.1	11.1	61.1
	85.00	3	8.3	8.3	69.4
	90.00	4	11.1	11.1	80.6
	95.00	3	8.3	8.3	88.9
	100.00	4	11.1	11.1	100.0
Total		36	100.0	100.0	

Further, as summarized in Table 3, the score distribution on organization component was graphically interpreted by applying for the histogram (Figure 2).

Second, thirty-six senior high school of the tenth-graders' of SMK Muhammadiyah Seyegan, Sleman participated in reading class. The result of the descriptive statistic on tenth graders' reading achievement as shown in Table 4 was gained in the following: the minimal score was 45.00, the maximal score was 100.00 ($M = 78.89$; $SD = 14.29$). Further, the statistics for skewness ($-.516$) and kurtosis ($.172$) were inconsiderable for thirty-six examinees' narrative reading.

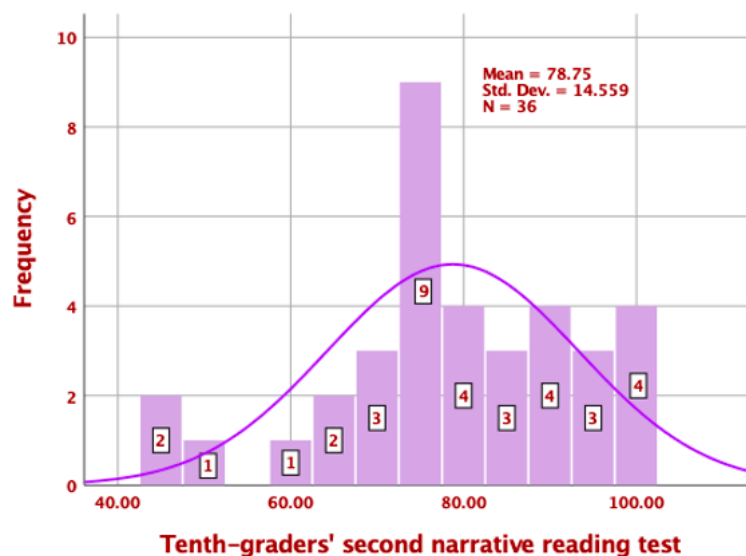


Figure 2. The histogram of tenth-graders' second narrative reading test

Table 4. Descriptive statistics of tenth-graders' second narrative reading test

	N	Min.	Max.	Mean	Std. Dev.	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Tenth Graders' Reading Achievement	36	45.00	100.00	78.8889	14.29841	-.516	.393	.172	.768
Valid N (listwise)	36								

Table 5. One-sample statistics t-test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Tenth-graders' second narrative reading test	33.104	35	.000	78.88889	74.0510	83.7268

The think-pair-share model academically increased tenth-graders' narrative reading achievement accordingly. After having the data, the category of tenth-graders' narrative reading achievement was categorized at good category. Based on the overall result, the mean of students' narrative reading achievement was 78.89, the minimum of tenth graders' reading achievement was 45.00, the maximum of tenth graders' narrative reading achievement was 100.00, with the standard deviation was 14.29. The second thing was about the think-pair-share model non-academically influenced tenth-graders' narrative reading subject. Based on the research conducted in the accounting II class, the tenth-graders were able to work with their friends and to understand the material given in a reading better. They could explain their understanding of the material by oral that could indicate it could increase their self-confidence to explain the designated task in minimal English reading's texts. Meanwhile, the condition of the class while the teaching-learning process showed a better atmosphere by conducting the think-pair-share model, and also made them be more active in asking and answering the section.

Furthermore, the qualitative findings relied on the observable the process of the narrative texts learning at the vocational high school in the following results. On Monday, the second week of February 2023, as a researcher, I came to the school before the English subject was started. I came to teacher's office to see the English teacher, Ms. Elly (the pseudonym) before

joining the class. Ms. Elly and I entered the class together in the fourth until the fifth section at 07.05 am-11.15 am. At that time, several students were not ready yet. The class situation was noisy when we were there. After the class was quite conducive, Ms. Elly greeted the tenth-graders and noticed them that I would sit down at the class corner for the research and observe them till the class dismissed. The teacher checked thirty-six students' attendance prior to beginning with the narrative reading topic.

The English teacher started the lesson by conveying the apperception of several folklore names that still existed in Indonesian's traditional society members. She continued with the question to the tenth-graders by asking, 'Do you know what is the narrative text?' They answered their teacher's question with some folklore' names that were categorized as the narrative topics. She continued again with the lesson by displaying the PPT slides, walked around the students and verified the lesson by appointing some students to answer. During the narrative session of the traditional folklores, she instructed the students to write the important ideas they wished to write down on their paper-book.

In the main activity, Ms. Elly prepared the narrative texts for students and asked them to analyze it. The narrative reading class started with the think-pair-share model, gave the students with two different titles to read comprehensively. The students had an autonomy to read the texts with their selected pairs. Ms. Elly also allocated certain time, 15 to 20 minutes to read and understand the contextual folklore themes. After several times, the researcher asked students to discuss with their pair. In this part, they had to discuss anything that they found in analyzing the text. And in the last part, they should share the result of their finding in analyzing the text by presentation in front of the class. Meanwhile, in the closing activity, Ms. Elly shared information regarding next topic to discuss with her minutes left. She asked the students what will be done with the next narrative reading texts. Having limited time left, she asked the students whether they had questions or not. But the students seemed to be silent and the teacher closed the session and led them to gratitude to the God that they had passed the learning session with a wonderful moment.

What it was observable in the first meeting regarding what Ms. Elly knew about the students who brought the printed dictionary with a limited number. She asked them to join the others who brought ones by sitting down in the hemisphere position. During the lesson, students' curiosity was good enough. They were interested in the narrative reading class and had a better attention. The students' enthusiasm was very constructive, this situation could be revealed when the teacher asked the topic to them. Due to the class activity, the session was facilitated by the think-pair-share again in order to obtain a better understanding. The discussion between one-tenth graders to another was enough because the researcher understood this was the first time for them to do this method. The situation of the class was good, which means that the tenth graders were good to respond the material in the class, they asked the researcher if they did not understand. They were active to explain their own opinion about the material. The tenth graders brought the book and the tools which are very good. The tenth graders' attention to the material was good, if the researcher started to explain the material, the students focused to understand. The tenth graders' attention to the researcher was good, it could see from the first until the end of the class they supported the process of teaching and learning.

The second meeting of the observation took on Thursday, February 13, 2022. This moment Ms. Elly wished to review the material of the narrative texts to fix the understanding of the tenth-graders, and she continued to share section. In the opening, Ms. Elly opened the class by greeting her students with '*Assalamu'alaikum, all my beloved students*'. Then, she continued

the activity by checking her students' presence. There were thirty-three students in the class, the other tenth- graders were absent. In the main activity, Ms. Elly continued to share the section by asking the tenth-graders to analysis the tasks written in the narrative texts. The students were divided into groups, and each group should present what ideas they had through the analysis of the narrative texts they dealt with in the beginning of the lesson. In this part, Ms. Elly helped several students who found difficulties in addressing the ideas. She helped to give the clues for the correct answers and feedback when the students made the mistakes.

After sharing section, she gave the students questions related to the text they had discussed before. At the end of the activity, she closed the session, and complimented her students' best appreciation by giving applause. At the time, Ms. Elly told them that being students, they were not good at the the process of understanding the narrative texts and other supporting materials, but they also grabbed how to present the ideas with some shortcomings. The teacher clarified that next meeting all tenth-graders would have a new narrative text topic with the familiar questions, however, they needed to prepare their learning readiness. She often emphasized the students that every topic would also have the various characteristics and the model of adaptive learning we conveyed, would be also in line with the topic, such as the narrative reading texts that became one of the important genre-based readings. This statement made the students enthusiastic, and she ended the session with them.

The third meeting started on Monday, February 17, 2022, where Ms. Elly usually came to the class for teaching. She opened the English class session by greeting her students, '*Assalamu'alaikum. Good morning*' and continued the activity by giving them time to the leader of the class led the other tenth-graders to pray together. She checked tenth-graders' attendance, all thirty-six students are in the class. She conducted the quiz by the Google form platform since the effectiveness and accommodation prioritized the use of paperless quiz to attract tenth-graders excitement. Ms. Elly shared the questions vis the link, and four different narrative texts were written in the platform. Having this Google form, tenth-graders might shortly know their achievement score of the quiz.

Then, the teacher told her students to discuss the texts with their peers after she explained what became the essential facts upon four narrative reading texts. In this phase, tenth-graders were given an opportunity to accommodate their contextual ideas and criticism when discussion on the texts with peer in order to accomplish the enjoyable discussions. During the session, some students were still hard to follow the discussion, but Ms. Elly immediately got closer around them and assisted their shortcomings. Although the discussion was quite short, solely undertaken more or less fifth-teen minutes, but the students seemed to enjoy the session. After the discussion ended, the tenth-graders started presenting the results of they had discussion in front of the class. Herein, the essence of applying for think-pair-share model was totally applied. The teacher appointed one pair to share the points, but they only did it for one text. After they were in pairs completely finished presenting the texts, the session was continued with the narrative-based reading test.

Last but not least, the tenth-graders opened the link, read the instruction, and started answering the twenty multiple questions of the narrative texts. They had for about 40 minutes to answer the questions before submitting it back via the Google form link. The students finished the test when the bell rang. They directly knew the scores, although the scores were averagely still under teacher's passing grade criteria, but another session for remedial test had been scheduled by the teacher.

CONCLUSION

The first reason relies on the think-pair-share model that can grab students to have critical thinking about the narrative reading texts before a teacher addresses it in the classroom. The tenth-graders read the materials first to get the meaning of it, then the second reason corresponds with that they shall have to be in pairs to conduct this model. So, this model can accomplish the narrative reading texts, build the positive social relationships among tenth-graders' learning circumstances, and teaches them to control their emotions to make good teamwork with accepting various opinions from the others. In this era, the teacher teaches the students not only to know well about the material but also to practice how they can work with others. The third reason complies how the students can share their ideas, opinions, and results with pairs. It means that the students shall speak up to share their opinion, particularly through communicative English. In this way, they can practice their speaking skills, too. However, think-pair-share model conducts tenth-graders to produce the learning processes become more enjoyable and make them to be more active.

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