

USING THINK PAIR AND SHARE TOWARD STUDENT'S READING SKILLS ON KURIKULUM MERDEKA BASED LEARNING

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ABSTRACT

The research used is quantitative with a quasi-experimental type. The population obtained from this research were class 10 students at SMA N 3. This research used a purposive sampling technique to determine two classes as samples, class 10 K consisting of 33 students as the control class and class 10 L consisting of 36 students as the class experiment. Based on the research results that have been tested, the researcher obtained an average pretest score for the control class with a value of 45.97 with a std error value of 2,964, while the average score for the experimental class was 55.00 with a std error value of 2840. Based on the pretest results, it can be seen that knowledge the basis of the experimental class is more than the control class. Furthermore, the average post-test score for the control class was 69.35 with a std error of 1,762, while the average post-test score for the experimental class was 76.03 with a std error of 1,413. Based on the results of the post-test that has been carried out, it can be concluded that after carrying out the treatment using the Think, pair, and share teaching model, significant changes were obtained based on the results of the average between the control and experimental classes adapting to the Merdeka curriculum at SMAN 3 Bengkulu City.

Keywords: English Reading Ability, Think Pair Share, Liberal Curriculum

ABSTRAK

Penelitian yang digunakan adalah kuantitatif dengan jenis eksperimen semu. Populasi yang diperoleh dari penelitian ini adalah siswa kelas 10 SMA N 3. Penelitian ini menggunakan teknik purposive sampling untuk menentukan dua kelas sebagai sampel, yaitu kelas 10 K yang terdiri dari 33 siswa sebagai kelas kontrol dan kelas 10 L yang terdiri dari 36 siswa sebagai kelas kontrol. eksperimen kelas. Berdasarkan hasil penelitian yang telah diuji, peneliti memperoleh rata-rata skor pretest kelas kontrol dengan nilai 45,97 dengan nilai std error sebesar 2,964, sedangkan rata-rata skor kelas eksperimen sebesar 55,00 dengan nilai std error sebesar 2840. Berdasarkan hasil pretest terlihat bahwa basis pengetahuan kelas eksperimen lebih banyak dibandingkan kelas kontrol. Selanjutnya rata-rata nilai postes kelas kontrol sebesar 69,35 dengan std error sebesar 1,762, sedangkan rata-rata nilai postes kelas eksperimen sebesar 76,03 dengan std error sebesar 1,413. Berdasarkan hasil post-test yang telah dilakukan dapat disimpulkan bahwa setelah melaksanakan perlakuan dengan menggunakan model pembelajaran Think, pair, and share diperoleh perubahan yang signifikan berdasarkan hasil rata-rata antara kontrol dan kelas eksperimen adaptasi kurikulum Merdeka di SMAN 3 Kota Bengkulu.

Kata Kunci: Kemampuan membaca, Think Pair and Share, Kurikulum Merdeka

A. Introduction

Being a universal language, English is crucial for communication on a global scale. Young children can now readily study English as a second language after mastering their mother tongue. Sapsuha said that early childhood educators are required by the demands of the globalization period to offer teaching in English. English is taught in Indonesian elementary schools as a topic with a regional emphasis, Sapsuha, S. (2013:1).

One of the most important life skills that ensures a child's success in school and in the future is reading comprehension. According to AMIN, students need to read critically and analytically in order to make the most of the materials available to them. Amin, M. R. (2019:35). A prerequisite for students studying English as a second language is reading comprehension. For most students, success in any academic field not just English studies were reading in English is essentially requires mastery of this skill. Ismail, H., Syahrurah, J. K., (2017:125).

Fadila besides the ability to comprehend a book and apply that

understanding to infer details about previously read material is known as reading aptitude. Fadilah, O., (2018:2).

According to Zulaikha, reading comprehension is the ability of a student to analyse the relevance of what they have read and make sense of it. Zulaikha, D. (2014:2).

One of the Indonesian language abilities that needs to be taught in school is reading comprehension. This is due to the fact that comprehension of reading has grown to be crucial and important for pupils, as the success of these learners mostly depends on their capacity to read. Ardhian, T (2020:108).

Rinaldi determined the issues the pupils were facing with comprehending English-language content. Rinaldi, I. (2020:146). The following are the issues: Students found it difficult to pinpoint the book's central idea, The intended message of the text was difficult for the students to discern, Students had trouble pointing out particular passages from the text, Students had trouble understanding words they were not familiar with. A few terms in the text were difficult for the pupils to identify as references.

On the other hand, Indarta believes "Merdeka Kurikulum" refers to suitable involvement in the movement for greater student funding so that unrestricted education is possible. Indarta, Y. J. (2022:2-3). Saleh claims that the Merdeka Curriculum program's objective is to look at possible ways for teacher-student cooperation that can raise student learning levels in the classroom. Saleh, M. (2020:51). Additionally, According to Sapitri, the goal of the Merdeka curriculum program is to provide schools the autonomy to design curriculum that are customized to meet the specific needs of each student. With this technology, teachers have total flexibility over creating their own methods for teaching and learning. Sapitri, L. (2022:232).

According to Ageasta think Pair Share is one tactic that is suggested to improve pupils' reading comprehension. Ageasta, Y. M., (2018:497).

Palupi claims that this approach is effective in raising students' reading comprehension. Palupi, A. (2013:1). Statistically, Supriyani have shown that using this

strategy greatly increases students' reading comprehension. Supriyani, P., (2017:51).

Arends, R. I. (2009:381) This three-phase teaching-learning approach operates as follows:

- Think. The teacher makes an observation, asks a question, or assigns an assignment to get the class thinking more deeply. Students ought to give the question some thought.
- Pair. Students talk about their unique solutions in pairs with a desk partner or friend. They select the responses they believe to be the most relevant, clear, or convincing after comparing their written or mental notes.
 - Share. After students have been speaking in pairs for a little while, the teacher asks pairs to SHARE their ideas with the class.

Liunokas stated that there are three main phases of using and learning English were engaged in the think-pair-share strategy's implementation:

- First, thinking: Students considered the given

question on their own, coming up with original ideas.

- Second, they discussed their ideas in pairs as they were partnering up. Students can express their thoughts and take into account those of others in this step.
- Third, sharing: Pupils discussed their thoughts with the class as a whole as well as with other pairs. Liunokas, Y. (2019:65)

Think-Pair-Share (TPS) learning has established procedures implicitly to give students more time to think, answer problems and help each other. These procedures have been prepared and formed in such a way as to provide more time to students to be able to think and respond which will later generate student motivation. Agustina, A. (2021:321)

B. Method

Design

The design used in this study is a Quasi-Experimental design. Cresswell believes a kind of quantitative method

called quasi-experimental research will be used in this study. In turn, these variables can be measured, usually with instruments, allowing numbered data to be analyzed statistically. Cresswell, J. (2014:40).

The two types of experiments are real experiments, (Control and experimental). In this study, the methods of observational research include an experimental design that controls the survey, process, and correlation in the investigation by examining test results provided by the researcher to determine the intended outcomes of the model. Think, pair, and share what you've learned by adhering to the Merdeka curriculum.

Participant

The population of the research, the researcher took 10th grade students at SMAN 03 Bengkulu with a total of 406 students. students consist of 12 classes, namely from classes A-L, each class must meet the student limit, namely 36 students consisting of boys and girls. The following is data from each class based on data that can be taken from SMAN 03 Bengkulu;

Data Collection Technique

Pretest

Before starting treatment, students take an initial assessment to ascertain their fundamental comprehension of the reading context. This was explained at the start of class. The researcher gathered and examined the worksheets that the students had completed for the first test in order to determine the extent of the students' abilities. The experimental class and the control class both took a descriptive text proficiency test as part of the researcher's preliminary testing. The purpose of the preliminary exam is to confirm that, before being admitted, students have a basic understanding of the content that is presented in descriptive texts. Therefore, the experimental group and the control group started from the same place, despite using different materials at first. A pre-test was also administered to the experimental and control groups by the researcher using the think-pair-share approach of the group learning method.

Treatment

After the experimental group and control group were identified, the material was given to them using the think-pair-share method with the

theme of describing people. The control group, on the other hand, only attended lectures delivered through traditional means, during which the instructor or researcher gave additional explanations.

Posttest

There is testing after treatment. The purpose of the post-test was to ascertain whether variations in reading proficiency after treatment had any bearing. While data from the Experimental Group was collected by researchers and teachers to help maintain the same results from the previously administered Post-Test or identify areas for improvement, data from the Control Group was collected in the classroom and corrected collaboratively. It is also determined if the results have improved, remained the same, or decreased by comparing the score with the score from the initial test. The SPSS version 23 program can be used to complete these computation results.

Data Analysis Techniques

In this study, quantitative data analysis is employed. The pre- and post-test data from the instrument will be gathered and analyzed in order to

provide answers to the research questions. The researchers used SPSS (social science statistical software) version 23 and the t-test formula to calculate the pre- and post-test results.

Researchers statistically analyzed the data as follows:

1. Normality Test

The purpose of the normality test is to determine whether the test data have a normal distribution. The results of the students' pre- and post-tests were then compared to determine the normalcy test. The following are the theories that explain normalcy:

- a. HO: The data is dispersed consistently.
- b. Ha: The data isn't dispersed evenly.

2. Homogeneity Test

The homogeneity test is used to ascertain whether the variance of the data population, which comprises both high and low proficiency, is the same. The information will be

statistically calculated using SPSS, and the homogeneity test hypothesis is as follows:

- a) Ho: The information isn't homogenous.
- b) Ha: The information is homogeneous and is "accepted if the significant value does not exceed the significance level of 0.05, while it is rejected if the significant value exceeds the significance level of 0.05"

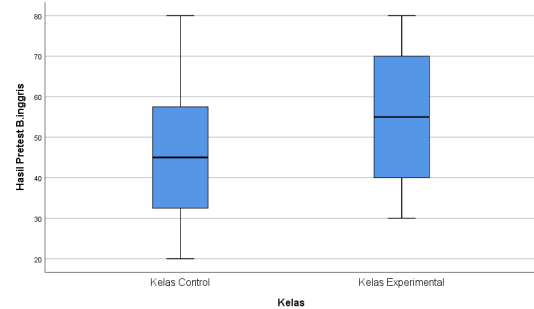
3. Hypothesis Test

The analysis used to assess the study hypothesis is known as the test difference, or T test. The T test was also referred to as the Independent Sample T-Test. A method for comparing the two group means of two distinct (independent) samples is the Independent Sample T-Test. The Independent Sample T-Test compares the sample means to see if there is a mean difference between two populations. Before performing an analysis using the Independent Sample T-Test, the data must first fulfill the following requirements:

- a) Information displayed as ratios or intervals

- b) The population from which the survey data were taken had a normal distribution.
- c) The two samples being compared have no discernible variance differences (homogeneous)
- d) Two different samples are used to gather the data.

Figure 1.1 Descriptive Control and Experimental (Pretest)



Based on the results of the pretest conducted by the control class research, the mean score was 45.97 with a std error of 2,964. On average, students answered less than 50 correctly. It can be seen that the std deviation in the pretest is 16,504. The interval line for the mean is 52.02 (upper bound) with 39.91 lower bound so based on the interval line, the pretest value is not less than 50.00. The pretest score that has been obtained is a maximum score of 80 and a minimum score of 20. From the results of the pretest that has been carried out, the median score is 45.00 with a range of 60.

C. Result and Discussion

TABLE 1.1

**DESCRIPTIVES STATISTIC PRETEST
(Control Class)**

Mean of Score	STD. Error	STD. Deviation
45,97	2,964	16,504
Interval Line	Maximum Grade	Minimum Grade
52,02 (Upper bound) 39,91 (Lower bound)	80	20
	Median	Range
	45,00	60

TABLE 1.2

**DESCRIPTIVES STATISTIC PRETEST
(Experimental Class)**

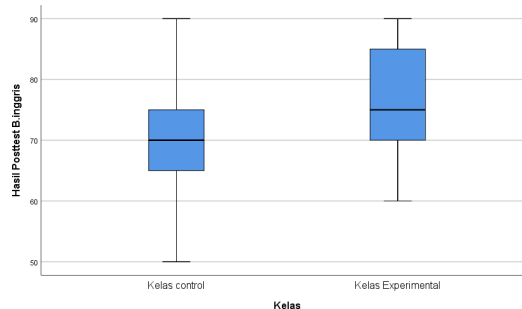
Mean of Score	STD. Error	STD. Deviation
55,00	2,840	16,560
Interval Line	Maximum Grade	Minimum Grade
60,78 (Upper bound) 49,22 (Lower bound)	80	30
	Median	Range
	55,00	50

Experimental class:

Based on the results of the pretest conducted by the experimental class research, the mean score was 55.00 with a std error of 2,840. On average, students answered more than 50 correctly. It can be seen that the std deviation in the pretest is

16,560. The interval line for the mean is 60.78 (upper bound) with 49.22 lower bound so based on the interval line, the pretest value is not less than 50.00. The pretest score that has been obtained is a maximum score of 80 and a minimum score of 30. From the results of the pretest that has been carried out, the median score is 55.00 with a range of 50.

FIGURE 1.2 Descriptive Control and Experimental (Pretest)



Based on the results of the post test conducted by the control class research, the mean score was 69.35 with a std error of 1,762. On average, students answered more than 50 correctly. It can be seen that the std deviation in the post-test is 9,810. The interval line for the mean is 72.95 (upper bound) with 65.76 lower bound so based on the interval line, the post-test value is not less than 50.00. The post-test score that has been obtained is a maximum score of 90 and a minimum score of 50. From the results of the post-test that has been carried out, the median score is 70.00 with a range of 40.

TABLE 1.3
DESCRIPTIVES STATISTIC POSTTEST
(Control class)

Mean of Score	STD. Error	STD. Deviation
69,35	1,762	9,810
Interval Line	Maximum Grade	Minimum Grade
72.95 (Upper bound) 65.76 (Lower bound)	90	50
	Median	Range
	70,00	40

TABLE 1.4

DESCRIPTIVES STATISTIC POSTTEST
(Experimental class)

Mean of Score	STD. Error	STD. Deviation
76,03	1,413	8,237
Interval Line	Maximum Grade	Minimum Grade
78,90 (Upper bound) 73,16 (Lower bound)	90	60
	Median	Range
	75,00	30

Experimental class:

Based on the results of the post test conducted by experimental class research, the mean value was 76.03 with a std error of 1.413. On average, students answered more than 50 correctly. It can be seen that the std deviation in the post-test is 8.237. The

interval line for the mean is 78.90 (upper bound) with 73.16 lower bound so based on the interval line, the post-test score is not less than 50.00. The post-test score that has been obtained is a maximum score of 90 and a minimum score of 60. From the results of the post-test that has been carried out, the median score is 75.00 with a range of 30.

TABLE 1.5

TEST OF HOMOGENEITY OF VARIANCE (PRETEST)

Levene statistic	df 1	df 2	sig
.253	1	63	.617

TABLE 1.6

TEST OF HOMOGENEITY OF VARIANCE (POSTTEST)

Levene statistic	df 1	df 2	sig
.153	1	63	.697

Based on the research results using SPSS calculations, the significant value of the English pretest results was 0.617, meaning that the research pretest results were declared homogeneous because based on the provisions of SPSS it was more than 0.05. Based on the results of research using SPSS calculations, the significant value of the English posttest results is 0.697, meaning that the research pretest results are

declared homogeneous because based on the provisions of SPSS it is more than 0.05.

TABLE 1.7

KOLMOGOROV SMIRNOV TEST (NORMALITY TEST)

Normal Parameters	Unstandardized Residual
Asymp. Sig. (2 Tailed)	.200
Std Deviation	4.34262503

Based on the research results using SPSS calculations, the significant value of the English pretest and post-test results with a value of 0.200 means the research pretest and post-test results are declared to have a normally distributed residual value because based on the provisions of SPSS it is more than 0.05.

TABLE 1.8

T test (Paired Test)

Paired Pre-test & Post-test	N	Correlation	Sig
	34	.850	.000

Based on the results of research using SPSS calculations, the significant value of the pretest and post-test results in English with a value of 0.00 means that the results of the pretest and post-test research show that there is a significant difference between the initial variable and the final variable because based

on the provisions of SPSS it is less than 0.05.

Discussions

Based on the results of research using SPSS calculations, the significant value of the pretest and post-test results in English with a value of 0.00 means that the results of the pretest and post-test research show that there is a significant difference between the initial variable and the final variable because based on the provisions of SPSS it is less than 0.05.

Based on the research results using SPSS calculations, the significant value of the English pretest and post-test results with a value of 0.200 means that the research pretest and post-test results are declared to have a normally distributed residual value because based on the provisions of SPSS it is more than 0.05/

. Based on the results of research using SPSS calculations, the significant value of the pretest and post-test results in English with a value of 0.000 means that the results of the pretest and post-test research show that there is a significant difference between the initial variable and the final variable because based

on the provisions of SPSS it is less than 0.05.

D. Conclusions

Based on the results of the research conducted by the researcher, it can be concluded that the research data has significant differences after treating the teaching model that was used during the research with a series of pretests and post-tests that were carried out in the experimental class.

1. The results of the pretest and post-test show that the data tested was declared homogeneous
2. The results of the pretest and post-test show that the tested data is stated to have normally distributed values
3. The results of the pretest and post-test show that the tested data was have; there is a significant difference between the initial variable and the final variable.

Based on the written conclusion, the researcher would like to make the following suggestion

1. For teachers
1. Teachers must understand students' difficulties in

interpreting the reading content contained in the story

2. The teacher creates a teaching model that creates an effective and enjoyable learning atmosphere for students
3. Teachers understand how much effort must be made so that students can enjoy English lessons

2. For students

1. Students must pay attention to the teacher regularly when the teaching and learning process is carried out
2. Students play an active role in class so that the classroom atmosphere is livelier during the teaching and learning process
3. Students are not embarrassed when expressing their expressions in explaining their English to their peers

3. For future researchers

1. New researchers must develop new innovative teaching models in order to create creative and innovative learning
2. New researchers must sort and choose whether the teaching

model is suitable for students and schools in the future

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