

### **THE ADVANTAGES AND BARRIERS OF THINK PAIR SHARE TECHNIQUE IN READING COMPREHENSION ACHIEVEMENT IN EFL CLASS: A REVIEW**

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#### **ABSTRACT**

The goals of this research are twofold: (1) to learn more about the benefits of adopting TPS, and (2) to identify the challenges that arise when using TPS to the development of reading abilities and provide potential solutions to them. Cooperative learning is one of several effective pedagogical approaches that may be used to instruct students in reading. The Think-Pair-Share method is one kind of collaborative education. This research shows the ups and downs of using the Think, Pair, Share technique in EFL reading instruction. TPS allows students to work both alone and in groups, provided they follow the methods provided. TPS identifies the text's message in pairs to facilitate student comprehension. Using this method, kids may be engaged, motivated, and ultimately successful in their reading comprehension. However, TPS has a few limitations that hinder reading comprehension. Some pupils don't pay attention since they know they can talk about anything else with their companion other than the assigned material. Then, pupils who aren't well-versed in the material (the questions) are more inclined to cheat for their partners. Teachers may help students overcome these difficulties by choosing engaging subjects and pairing them together effectively.

**Keywords : Think-Pair-Share, Reading Comprehension, Teaching Technique**

#### **INTRODUCTION**

In Indonesia, children in both junior high and high school benefit much from learning to read the language. The English teacher makes several attempts to pique the interest of the pupils in reading by using various methods.

Because they can learn new things and expand their horizons via reading. Reading, as described by (Anderson, 1985) in (Pourhosein Gilakjani & Sabouri, 2016), entails constructing mental models of the author's thoughts based on what they've written. It calls for cohesion from several interconnected data sets. Furthermore, it's

the same as reading comprehension. It is expected that all students would comprehend not just the text's central argument but also its supporting details, both those explicitly expressed and those left implicit. Understanding what has been read is the primary goal of reading, as is the act of reading itself. Taking into account reading's goals, (Willis, 2008) says that a person may locate the exact information they need via reading. Reading is a great way for the reader to receive the information they want.

Reading instruction that emphasizes collaboration among students is only one of numerous promising pedagogical strategies. Frank Lyman of the University of Maryland in 1981 established the Think-Pair-Share method of cooperative learning, which has since been adopted by many other authors in the area. Students of all ages and in many fields may benefit from the "Think-Pair-Share" method of instruction. It's a terrific approach to start kids conversing with their teachers and classmates about their ideas, which in turn encourages critical thinking.

In (Fauziyati, 2013), the Think-Pair-Share method (Lyman, 1981) is described as a three-stage collaborative framework., 1) In the Think-Pair-Share method, thinking comes first. Students are given time to consider how to respond to the challenging issue posed by the instructor. The next phase encourages pupils to think of their own solution. Pairing up is the second part of the Think-Pair-Share method. The pupils are then sent to their partners for further discussion when the think time has ended. Before presenting to the full class, students might use this opportunity to ask another couple to elaborate on an answer or solution given by the instructor. Sharing is the third and final phase of the Think-Pair-Share method. The instructor has the students come up with a solution or response, either on their own or in groups, and then present it to the group.

## METHOD

A literature review forms the basis of this study. (Zainal, 2007) explains that the literature review is where the theory, conclusions, and other items gleaned from the aforementioned reference books are described. This literature review's purpose is to provide a structure for understanding the solution procedures outlined in the issue formulation. An overview of the relevant literature, including critiques, summaries, and the author's reflections on various scholarly works (including but not limited to articles, books, presentations, the internet, etc.). The outcomes of previous researchers' studies may be used as a benchmark against which this study's hypotheses can be evaluated.

The information spans the years 2008-2021 and comes from a number of different places, one of which being Google Scholar. Both articles and researchers choose articles independently based on factors such as the title, abstract, and how well they relate to the document's stated purpose. The publications were chosen so that I could read only the abstracts, analyze the data, and learn more about TPS for use in my EFL classroom.

The waterfall methodology, research hypotheses tested using regression analysis, R&D approaches, and qualitative descriptive research methods are all discussed in this literature review.

## **RESULT AND DISCUSSION**

### **Reading Skill**

English is a complex language with many facets that both students and educators need to master. Learning English requires acquiring four abilities: hearing, speaking, reading, and writing. Middle school pupils' linguistic development and development as learners are studied in Science. Reading becomes essential because it gives many practice opportunities for pupils to acquire linguistic competence in areas such as vocabulary, grammar, punctuation, sentence structure, and text composition. It acts as a conduit for pupils in Indonesia to comprehend written works. Tasks associated with reading include learning about and comprehending scientific topics and methods presented in English-language books. Reading, in a nutshell, is something we do to broaden our horizons, learn new things, and find entertainment (Sriwahyuni, 2014).

It's not something that can be taught from a book anymore. It is possible to read online. Numerous news websites and other resources enrich our understanding of the globe. Let's become expert election predictors as well. Pick something that will help you. People may also amuse themselves by reading for pleasure. Learn more about automatic voice synthesis and cutting-edge writing here. Reading is a cognitively demanding activity that requires focus or a change in behavior. Sentences can't be crafted until the reader has taken the time to study the material and apply what they've learned. In addition to conveying the information that creates and interacts between a reader and the text itself, reading may also be described as learning to identify the written symbols that constitute language and to react intellectually and emotionally from the text while reading (Jeffries & Mikulecky, 2009).

### **The Concept of Think Pair Share**

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has ended. Before presenting to the full class, students might use this opportunity to ask another couple to elaborate on an answer or solution given by the instructor. Sharing is the third and final phase of the Think-Pair-Share method. The instructor has the students come up with a solution or response, either on their own or in groups, and then present it to the group.

Students are actively involved in an incremental process that leads them through an explanatory text using the Think Pair and Share technique. As they read, students may facilitate discussions about the material. Students may improve their ability to think critically about what they read by engaging in pair thinking. Goal-setting strategies for reading in pairs: 1) Encourage pupils to do independent research or come up with their own answers to questions. 2) Instruct students on the value of developing their oral communication abilities via discussion with peers. The third benefit is that it encourages student participation and helps them concentrate on the text at hand.

### **TPS in Reading Skill**

(Liunokas, 2019). Students at Nusa Cendana University in Kupang, NTT, have benefited from the think-pair-share method since it was implemented in the English Education Department. The researchers found that the think-pair-share method improved students' reading comprehension, and that the parallel writing method was effective for teaching spoken communication. The results suggest that the think-pair-share approach to teaching reading is effective in helping students learn and retain new information. The results of a reading test confirmed this. All of the pupils' grades went up significantly once the TPS treatment was implemented.

(Wahyuni & Badriyah, 2015) found, based on their observations at MTsN Kunir Blintar, that most students acknowledged to experiencing boredom when required to read a text, particularly one on an uninteresting subject. Due to their lack of vocabulary knowledge, they were not very engaging while reading lengthy texts. The kids may use the think-pair-share technique to find a solution to the challenge. The goal of this strategy is to improve pupils' ability to read complex materials independently and fluently. The students then work in pairs to analyze the text for central ideas and determine the main theme. Students have the option of working alone or in small groups while using this method. Using this method, students were more engaged in class, according to research by (Kurniasih et al., 2017).

Reference: (Ageasta & Oktavia, 2018). The think-pair-share method is useful for teaching students how to read narrative content. This implies that the instructor may use the think-pair-share method while instructing students on how to interpret narrative content. Students may be engaged, motivated, and successful in comprehending narrative texts when this strategy is used. Students' reading comprehension at SMA LTI IGM Palembang may be enhanced by the use of TPS, as (Muryani & Iman, 2017) have concluded. TPS also has the potential to improve students' ability to learn from one other in a group setting.

The following are some benefits and drawbacks, as outlined by (Fauziyati, 2013): The Think-Pair-Share method 1) requires nothing in the way of setup time and may be used immediately. Students' contributions to class discussion are more well-considered and

insightful when they have had time to think about them using the Think-Pair-Share strategy beforehand. Thirdly, when students share their ideas to the entire class, they acquire confidence in their own abilities and learn from their classmates' more complex ways of thinking. Four) Each student has a chance to speak, and they may think about and practice their answers beforehand. 5) There are more chances for reflection and class discussion for everyone concerned. Sixthly, it doesn't matter what grade you're teaching or how big your class is, Think-Pair-Share will work for you. Despite its benefits, the Think-Pair-Share method does have some drawbacks, which include the following: 1) Some pupils don't give the assigned subject (questions) their full attention since they can discuss anything with their companion. 2) Students who have a weak grasp of the material (the questions) are inclined to cheat for other pairings.

## CONCLUSION

This research shows the ups and downs of using the Think, Pair, Share technique in EFL reading instruction. TPS allows students to work both alone and in groups, provided they follow the methods provided. TPS identifies the text's message in pairs to facilitate student comprehension. Using this method, kids may be engaged, motivated, and ultimately successful in their reading comprehension. However, TPS has a few limitations that hinder reading comprehension. Some pupils don't pay attention since they know they can talk about anything else with their companion other than the assigned material. Then, pupils who aren't well-versed in the material (the questions) are more inclined to cheat for their partners. Teachers may help students overcome these difficulties by choosing engaging subjects and pairing them together effectively.

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