

THE USE OF TPS STRATEGY COMBINED WITH KAHOOT! IN TEACHING READING

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ABSTRAK

Minat baca siswa dapat mempengaruhi pemahaman membaca siswa. Oleh karena itu, siswa memerlukan strategi dan media dalam membaca. Tujuan dari penelitian ini untuk mengetahui pengaruh TPS strategi yang dikombinasikan dengan Kahoot! pada pemahaman membaca siswa. Penelitian ini merupakan penelitian eksperimental. Penelitian ini menggunakan model post-test only control group. Deskriptif analisis dan inferensial statistik analisis digunakan untuk menganalisis data. Hasil temuan penelitian ini menunjukkan nilai rata-rata kelompok eksperimental adalah 69.33 sedangkan nilai rata-rata kelompok control adalah 74.67. Hasil t observasi lebih tinggi dari t kritis ($2.004 > -1.116$) dan ($2.004 > -1.152$), hal ini menunjukkan bahwa hipotesis nol diterima. Dengan demikian dapat disimpulkan bahwa tidak terdapat pengaruh yang signifikan antara penerapan TPS strategi yang dikombinasikan dengan Kahoot! terhadap pemahaman membaca siswa. TPS strategi bisa digunakan untuk skill yang berbeda.

ABSTRACT

Students' reading interest influenced students' reading comprehension. Thus, they needed a strategy and media in reading. This study aimed to find out the effect of the implementation of the TPS strategy combined with Kahoot! on students reading comprehension. This research was experimental. The research design was post-test only control group design. The data were analyzed using descriptive and inferential statistical analysis. The result showed the mean score of the experimental group was 69.33, while the mean score of the control group was 74.67. The result t observed was higher than t critical ($2.004 > -1.116$) and ($2.004 > -1.152$). It indicated that accepted the null hypothesis. It concluded that there was no significant effect of the implementation of the TPS strategy combined with Kahoot! of students reading comprehension. The TPS strategy can use for different skills.

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1. Introduction

Considering the results of a survey on people's interest in reading, PISA describes Indonesia in the 73 ranks out of 78 countries, which means that Indonesian students have a low interest in reading. Many factors influence students' interest in reading for example, the title and contents of the book were not interesting. That is the excuse the learning strategies are needed to help students. Learning strategy plays an important role in English teaching and learning. According to Hewit (2008), learning affects a successful English teaching and learning process. Moreover, Westwood (2008) states a good teaching strategy makes students more focused on the learning process.

One learning strategy is the Think Pair Share strategy (hereafter, TPS). TPS strategy is a cooperative strategy gives students to build the ideas and the students can share with their friend during the learning process. Besides strategy, teachers can combine learning with technology.

Teachers may use technology to support their English subject because nowadays, technology is important to attract students' interest in the learning process. Carolyn (2017) shows e-learning is beneficial for students' engagement and acceptance in the classroom as instructional games like Kahoot!

Based on the preliminary observation on the seventh-grade students at SMP Laboratorium Undiksha Singaraja. The reading log showed such as students were not interested in learning English and students did not read the text at home. It shows the students need learning, strategy, and media to stimulate their learning process, especially in reading. It is necessary to use technology to support cooperative strategy in English teaching and learning to make the use of strategy, namely TPS strategy combined with Kahoot!

Teaching reading is an interaction between teachers and students in the learning process that leads to reading. In general Brown (2001), Harmer (2007), Patel & Jain (2008), there are two types of teaching reading, namely: intensive reading and extensive reading. Intensive reading is a comprehensive understanding of reading while extensive reading is a pleasure of reading. This study focuses on the implementation of intensive reading. Thus, teaching reading can increase students' reading comprehension.

Reading comprehension is an activity of understanding the meaning of the text and comprehends the information explicitly and implicitly stated in the reading text. According to Sanders (2001), reading comprehension is an activity for which the readers can predict the story and monitor understanding of the sequence, context, or characters.

Besides, the Think Pair Share strategy is one of the cooperative learning strategies designed to provide students with a clear focus and time to construct ideas and share with the other students. There are three steps in the Think Pair Share strategy, as follows: think, pair, and share. Students can act, share their ideas or knowledge, and gain more responsibility in the learning process.

Moreover, the TPS strategy has some advantages, such as it makes students more active and has interaction, students learn to think and share their answer, students learn from their classmates during the discussions section, and it does not take time.

To support the learning process, teachers can use the application, such as Kahoot!. Kahoot! is an application that can be used as a quiz in the learning process. In addition, it can be used as an assessment of learning.

Several factors influenced students reading and learning, such as students' characteristics, students' classroom environment, students' perceptions, and the reader must be in good health to read well, better in thinking skills, good experiences, motivation, interest, social and emotional maturity.

Empirically, some researchers have conducted a similar study about the Think Pair Share strategy, such as Yusuf *et.al.* (2018) investigated the effect of the TPS Strategy on students' achievement. The result of the study was no significant effect of treatments on students' achievement. Hence, Zuraida & Karyati (2018) reported the implementation of TPS and NHT strategy at eighth-grade students. Their study concluded that there was no difference in the effect of problem-based learning with the TPS strategy and NHT strategy.

This study focuses on the implementation of the Think Pair Share strategy combined with Kahoot! on students reading comprehension at seventh-grade students.

2. Method

This study was experimental research. The design of this study was post-test only control group design. There were two groups involved: the experimental group and the control group. The experimental group taught by using the Think Pair Share strategy combined with Kahoot!. Thus, the control group was taught by using a conventional strategy.

The population in this study was seventh-grade students. The sample of this research was 57 students in SMP Laboratorium Undiksha Singaraja. With 27 students as the experimental group and 30 students as the control group.

The data were collected after gave treatments. The data collected by using students' reading comprehension in the multiple-choice test. Therefore, the data analyzed by using descriptive analysis and inferential analysis in SPSS 24. The descriptive statistic to describe the mean, median, mode, variance, range, and standard deviation. Inferential statistical analysis to investigate significant differences between the experimental group and the control group. Before analyzing the data, the researcher conducted a normality test and homogeneity test. In inferential statistical analysis, the data analyzed by using a t-test.

3. Finding and Discussion

There were two groups, namely: the experimental group and the control group. The experimental group taught by using the Think Pair Share strategy combined with Kahoot! while the control group was taught by using a conventional strategy.

The result statistics analysis of the post-test in the experimental group and the control group present in Table 1.

Table 1. Result of post-test

Statistics	Experimental group	Control group
Mean	69.33	74.67
Median	70.00	81.50
Mode	63	76
Variance	128.154	500.230
Range	43	87
Standard deviation	11.321	22.366

The following table presents the frequency distribution of the experimental group and the control group. Table 2 shows the frequency distribution data of the experimental group meanwhile Table 3 shows the frequency distribution data of the control group.

Table 2 Frequency distribution of the experimental Group

No	Interval	F	%	Categories
1.	44.6 – 55.6	3	11.1 %	Poor
2.	55.7 – 66.7	9	33.3 %	Fair
3.	66.8 – 77.8	10	37 %	Good
4.	77.9 – 88.9	3	11.1%	Very Good
5.	89.0 – 100	2	7.4%	Excellent

Table 2 shows that 3 students have scored 44.6 – 55.6, 9 students have score 55.7 – 66.7, 10 students have scored 66.8 – 77.8, 3 students have score 77.9 – 88.9, and 2 students have scored 89.0 – 100. Thus, table 3 shows the frequency distribution of the control group.

Table 3 Frequency distribution of the control group

No	Interval	F	%	Categories
1	33.5 – 44.5	4	13.2 %	Very poor
2	44.6 – 55.6	1	3.3 %	Poor
3	55.7 – 66.7	2	6.6 %	Fair
4	66.8 – 77.8	7	23.3 %	Good
5	77.9 – 88.9	9	29.9 %	Very good
6	89.0 – 100	7	23.4 %	Excellent

Table 3 shows 4 students have score 33.5 – 44.5, 1 student has score 44.6 – 55.6, 2 students have score 55.7 – 66.7, 7 students have score 66.8 – 77.8, 9 students have score 77.9 – 88.9, and 7 students have score 89.0 – 100.

The normality test of post-test showed in Shapiro-Wilk, the significant value of the experimental group was .674. Hence, the significant value of the control group was

.070. The significance of both groups was higher than 0.05. It means that the data of both groups were normally distributed.

The homogeneity of the post-test showed that the significant value of students' reading comprehension based on the mean was .058. The value was higher than 0.05. It showed the experimental group and control group were homogeneous.

In independent samples of post-test, the significant value is .269, and .255 was higher than 0.05. It means that there was no difference in reading comprehension between students taught by using the Think Pair Share strategy combined with Kahoot! and the students taught by using conventional strategy. Thus, the null hypothesis was accepted. It indicated that there was no significant effect of the Think Pair Share strategy combined with Kahoot! on students reading comprehension of the seventh-grade students.

Based on the descriptive analysis of the post-test, it was showed the mean score of the experimental group was 69.33 while the mean score of the control group was 74.67. It means the mean score of the control group taught using a conventional strategy was higher than the experimental group taught using the Think Pair Share strategy combined with Kahoot!.

Moreover, in the experimental group, there were 3 students (11.1%) in the poor category, 9 students (33.3%) in the fair category, 10 students (37%) in the good category, 3 students (11.3) in the very good category, 2 students (7.4%) in the excellent category. It can be concluded that most of the students in the experimental group in a good category. Besides, in the control group, there were 4 students (13.2%) in the very poor category, 1 student (3.3%) in the poor category, 2 students (6.6%) in the fair category, 7 students (23.3%) in the good category, 9 students (29.9%) in the very good category, 7 students (23.4%) in the excellent category. The findings showed that the students' reading comprehension taught using the Think Pair Share strategy was lower than the conventional strategy.

There were two factors that influenced students' reading comprehension in this research, namely: environmental factors and psychological factors. Environmental factors were students' background, experiences, and socio-economic. While psychological factors were motivation, students' interest, and emotions.

There were conditions of the learning process during the research. The researcher found the obstacles and challenges during the treatment. There are three problems, namely: 1) the internet connection, the implementation of this research by using Zoom application. When the connection was poor, it took more minutes to load the voice, picture, and reading text; 2) to succeed in the learning process, the students were supposed to have a smartphone or a laptop. In fact, not all students have a smartphone or laptop. To solve this problem the researcher changed the quiz from basic Kahoot! into assigned Kahoot!. So, students could answer the quiz on their smartphone and they stayed in the Zoom's application; and 3) work in pairs, the students divided into pairs. Then, the students joined the breakout room. During the research, the students were confused to join the breakout room because it was the first time they used the breakout room.

Furthermore, the Think Pair Share strategy combined with Kahoot! not contributed a significant influence to the students' reading comprehension in the experimental group because of environmental factors, psychological factors, and the students found some difficulties during the treatment. The result of this study is in line with previous studies by Yusuf *et.al.* (2018) and Zuraida & Karyati (2018), which prove that there was no significant effect on the use of the Think Pair Share strategy.

Thus, in this research, the Think Pair Share strategy combined with Kahoot! in the teaching and learning process has not solved the student's reading comprehension and increase the student's reading interest for seventh-grade students of SMP Laboratorium Undiksha Singaraja in the academic year 2020/2021. It might more time, more effort, and additional strategy to improve their interest and comprehension in reading.

According to Campbell & Stanley (1963) as cited in Creswell (2012), there are three threat influence the effectiveness of the Think Pair Share strategy combined with Kahoot! such as social and personality of groups, both two groups handled by the different teachers and the implementation of this study was limited through online learning and diffusion of treatments, two groups communicate each other, it made they learn information for the experimental group.

4. Conclusion

Based on the result of the finding and discussion of the study, it concludes that there is no significant effect on students reading comprehension between students taught by using the Think Pair Share strategy combined with Kahoot! and students taught by using conventional strategy. It was proven by the result of the t-test showed that the result of the inferential statistic was -1.116 and -1.152. It was lower than the value of the basic standard used to find out whether the hypothesis was accepted or rejected at 2.004 ($\alpha = 0.05$). It indicated that the null hypothesis (H_0) was accepted. The accepted null hypothesis means that there was no significant difference in the reading comprehension between the students taught by using the Think Pair Share strategy combined with Kahoot! and students taught by using conventional strategy.

In connection with the conclusion, the researcher proposed some suggestions, as follows: For students, They can use the Think Pair Share strategy within learning with friends as a guide to increase the concentration of their reading in the classroom or outside the classroom; for teachers, it is recommended for teacher to use the Think Pair Share strategy as an alternative strategy in teaching reading comprehension and the teacher can use another learning strategy combined with Kahoot!; and it is recommended, for other researcher who are interested study the Think Pair Share strategy combined with Kahoot! for different skills or combined with another application or media.

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