

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic skills that need to be mastered. Blachowicz (2008:15) states that reading is an essential process by which people gain the information and ideas from the books, newspaper, manuals, letters, contracts, advertisements, and host of other material. It can be said through reading people can enlarge their knowledge by interacting with writing product. In the daily life, especially in the school, reading has important role because the most of subjects are central in the skill particularly English. Moreover, the teacher who makes use of writing product or writing material as the teaching aids have responsibility in increasing students' reading competency to make them get the point of the text and capture the information in a text.

Harmer (2010:99) states that reading is useful for language acquisition. Therefore, reading defines as one of fundamental skill in English because through reading the student can know how language works. When the student reads, the student meets the several words that make up the sentences in a text. It will get them used to encounter how the sentences are constructed grammatically. The student will also find new vocabularies. Besides, by reading the student can get new information or ideas from what they read. It is useful in enriching their knowledge. All of the processes are required student's comprehension.

Brasell and Rasinski (2008:18) state that reading comprehension is the ability to know and understand a text according to ideas and thoughts. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. Jhonson (2008: 109) states that reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, and experience of the readers to help them in comprehending the written text. It can be said that purpose of reading is comprehension. When the students read without comprehending, they cannot get the information and their knowledge and skill development will be limited. Therefore, the teacher has to guide the students with the aim that the students are better in reading comprehension.

According to Snow (2001:5), teaching the student to comprehend is challenging because reading is complex. The process of the student in comprehending depends on the level of their knowledge. Besides, their reading comprehension come along with their experience. Therefore, it is important for the teacher to provide the opportunity to the student in doing practice during teaching reading. By getting good experience, through practice, the students will enjoy the reading process and it will improve their reading comprehension. The student can understand the text clearly and it is useful for them in developing other skills.

Based on the interview with one of English teacher of SMPN 3 Petang, the researcher found there were some problems faced by the students in reading comprehension. Most of the students' difficulty in understanding the text. The students often merely read the text without understanding the text contextually. They had problem especially in finding general information/main idea, specific

information, textual meaning and references. Reading was not interesting activity for them because they met many words which they did in every learning process. In addition, they felt confused because some of vocabularies were hard to understand.

Many factors could affect the improvement of student's reading comprehension. One of them was teaching technique. Based on the interview with English teacher of SMPN 3 Petang, the teacher used traditional method. Firstly, the teacher explained the material and asked the students to read the example. Secondly, the teacher gave time to the students to ask a question related to the material that have been explained. Thirdly, the teacher asked the students to answer the question based on the text in the book. Teaching-learning process through this technique is so monotone because the students just listened to the explanation of the teacher. It made they easily got bored and became passive in the class. It definitely gave bad impact to the students, especially in understanding the text. Besides, in applying this technique the teacher too focused on the book and did not use any media.

Based on the problem above, some factors that effect in teaching and learning process could be identified. The main problems come from the technique that used by the teacher. It is needed choosing an appropriate technique especially in reading comprehension. The appropriate technique used in order to make the students become more active, creative, enjoy and understand the overall meaning of a text. Besides, the media could use in assisting the technique and made teaching reading to be more interesting. Therefore, the researcher decided to use think pair share with picture description in improving the student's reading comprehension.

Think pair share is one of cooperative techniques. The technique has three steps. The steps consist of thinking, pairing and sharing. In thinking, the student is asked to think individually the test that given by the research. In pairing, the student with their partner discuss their idea of the questions of the test. In sharing, the student will share their result to whole class. Therefore, they can identify their answer and find the best answer from reading the text during teaching and learning process.

Think pair share is a simple technique to be applied in teaching and learning process. The technique is very useful and interesting to the student. For teacher is easy to apply with their lesson plan and the assessment especially in reading comprehension. Besides, in the teaching reading, the technique provides the opportunity to discuss with other. The student will be more comfortable in solving their problem. Teaching and learning process will be interesting through this technique.

Picture is a visual representation that can be used as the learning media. Picture has many types, and one of the types is picture description. Picture description is used by the research as the media to support the implementation of think pair share technique. By using the picture as the media does not only make the students interested but it also makes the students more pay attention to the material especially procedure text. Therefore, providing procedure text with picture description that describe the context of the text also can help in responding procedure text. The students can be helped in the process of understanding general information, specific information, textual references and textual meaning.

Think pair share with picture description is easy to implement in teaching and learning. The technique and the media are useful and interesting to stimulate the student during the class. At the beginning of learning process, the research introduces procedure text and stimulate the student by using picture that relate with the text. Furthermore, the teacher gives the student the example of procedure text to the student. The student read the text and observe the picture in order to identifying general information, specific information, textual meaning. After then, the teacher explains the think pair share briefly to the student and the teacher give the student procedure text with picture. The first, the teacher ask the student to read and answer the question individually (think). The second, the teacher divides the student into pair so they discuss their idea about the answer of question (pair). The third, the teacher asks the student to share their result to whole class (share).

Based on the background of study, the researcher tries to conduct think pair share technique in teaching reading. The researcher considers that improving reading comprehension by using think pair share with picture description could help the students to improve their reading ability. By using the technique, the student will more motivation to read and they can get information in understanding the point of the text clearly. It also can enrich student's knowledge which they can later use for their future. As a result, by looking at the result from observation above, the researcher is also highly interested and motivate to do research on "The Use of Think Pair Share with Picture Description to Improve Reading Comprehension of Ninth Grade Students of SMPN 3 Petang in Academic Year 2021/2022".

1.2 Research Problem

Based on the background of the study, the main problem of this study has been explained that the ninth-grade students of SMPN 3 Petang had low ability in reading that caused by the teaching technique. The solution to solve the problem is implementing the proper technique with the media to improve reading comprehension of the student. The technique is think pair share and the media is picture description. Therefore, based on the background of the study, the research problem can be formulated as follows: can reading comprehension of the ninth-grade students of SMPN 3 Petang in academic year 2021/2022 be improved through think pair share with picture description?

1.3 Objective of the Study

Generally, finding the solution of the research problem is the main objective of the study. A scientific study is conducted to answer the research problem that has been formulated and determined. Based on the research problem above, the present study would be conducted to answer the research problem. The objective of this study is certainly intended to find out a solution of the problem in the research in relation with the research problem that has been formulated. The objective of this study is to find out whether or not reading comprehension of the ninth-grade students of SMPN 3 Petang in academic year 2021/2022 can be improved through think pair share with picture description.

1.4 Limitation of the Study

It is important to limit the study in order to avoid complicated discussion. Therefore, the present study is limited on improving reading comprehension of the ninth-grade students of SMPN 3 Petang in academic year 2021/2022 through think

pair share with picture description. It is important for the researcher to know the curriculum and the syllabus that applied in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMP N 3 Petang applies the revised 2013 curriculum. According to the curriculum and syllabus of the school, the researcher focuses on the fourth main competency and basic competency.

The fourth main competency is focused on reasoning, presenting and producing in the realm of concretes and abstract in accordance of what have been learned in school and act effectively and creatively, and able to use methods according to scientific principles. Besides, the researcher focuses on the fourth basic competency 4.4 about capturing the meaning contextually in line with social function, generic structure, and language features of spoken and written procedure text, which are short and simple, in the form of recipes and manuals. In this present study, reading comprehension is limited on identifying general information, specific information, textual meaning and textual reference.

1.5 Significance of the Study

The present study is concerned in improving student's reading comprehension through think pair share with picture description. This skill is crucial in learning English. The findings of the present study are expected to provide both theoretical as well as practical significance. The significance of the present study is intended to give beneficial for students, teachers, and other researchers in teaching and learning process. Therefore, theoretical significance and practical significance of this present study could be explained as follows:

Theoretically, the finding can be beneficial as theoretical evidence about the implementation of theory based on the problem that is faced. Then, the result of the study is expected to enrich theories and can be used as a reference for future studies related to think pair share with picture description in improving reading. Besides, it can contribute new research findings about the implementation of think pair share with picture description in teaching reading comprehension. In addition, the finding of the study is expected to find an appropriate technique for teaching reading.

Practically, the significance of the present study gives valuable feedback for teacher, students, and other researchers. For teachers, the present study is expected to help them in teaching and learning process. By carrying think pair share with picture description, teachers make learning atmosphere more active and fun, increase students' interest and improve the students' reading comprehension as well. When students pay attention to every lesson which the teacher gives to them, the students' ability will increase. For students, the present study helps them to be more focused and get opportunities to improve their reading ability. The researcher gives the easier way to do discussion that help them in understanding the material that provided.

Furthermore, for other researchers, the present study is beneficial for references for the next researchers who use this teaching technique. In addition, this present study can be used by them if they want to learn and get information for increasing their knowledge about think pair share with picture description. The other researchers also can try to find the weakness of the present study for the future research. In addition, they can use the present study in developing think pair share with picture description in teaching reading.

1.6 Definition of Key Term

The title of the present study is “The Use of Think Pair Share with Picture Description to Improve Reading Comprehension of the Ninth-grade Students of SMPN 3 Petang in Academic Year 2021/2022”. To avoid misunderstanding on the readers, the researcher states two optional definition of key term used to include reading comprehension and think pair share with picture description. The definitions of key terms are operationally defined as follows:

1. Reading Comprehension

Reading comprehension can be operationally defined as the ability of the ninth-grade students of SMPN 3 Petang to understand every text given to students and they are able to get the meaning of the procedure text especially in finding out general information, specific information, textual meaning and textual reference.

2. Think Pair Share with Picture Description

Think Pair Share with Picture Description is operationally defined as a combination between think pair share as teaching technique and picture description as teaching media which is used by the researcher to improve reading comprehension of the ninth-grade students of SMPN 3 Petang in academic year 2021/2022. Think pair share consist of three steps. The first step is think; the teacher gives the procedure text with picture description that related to the text to student and give them several minutes to think about the question individually. The second step is pair; the teacher divides the student into pair and they discuss their idea about to answer the question for several minutes. The third step is share; the students share their idea to the class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is about related theories which are used in this research. Therefore, the researcher uses relevant theories to give more evidence in this research. Besides, the relevant theories which are taken from some sources to support the underlying theories are concisely conducted on the ground of theoretical bases. In this chapter, the researcher describes some theoretical reviews that are related and necessary with this research, such as (1) Reading Comprehension, (2) Procedure Text, (3) Think Pair Share with Picture Description, and (4) Assessing Reading.

2.1.1 Reading Comprehension

Reading is one of fundamental skills which needed by the students. According to Grabe (as cited in Walter, 2006), reading is an interactive process. It is dynamic instruction between the writer and the reader in which the reader creates meaning from the text by activating their knowledge and extending it with the new information. It can be said reading is important device in process of developing the student's knowledge. In the process of developing their knowledge, it requires the student's comprehension. If the student read without comprehending, they can get the information and their knowledge will not improve. Therefore, comprehension is the main part of reading.

Reading comprehension is a concept that, to a certain degree, defies specific definition. Learning to read is an important educational goal for people especially

students. The ability of reading will open new world for students. According to Teixeira (2012:16), reading is a process in which the reader actively processes and constructs the meaning of the text. In order to read, people must be able to decode (sound out) the printed words and also comprehend what people read. It means that reading is one of activity which is trying to get information from a printed word of a text, and get a meaning of that. It is expected the people can sound put the words and make sure or understand every word and its meaning.

Reading comprehension is the process the reader interacts with writing text in understanding it. Elizabeth at al. (2000:14) state that comprehension is the process of deriving meaning from connected text. It involves the knowledge of the student as the background in understanding and concluding the context of the text. Therefore, reading comprehension is an active process. The reader actively engages with the text. They do that while constructing the point each passage until they conclude their understanding to the text.

Patel and Jain (2008:133) state that reading comprehension involves understanding the meaning of the context, vocabulary, and grammatical structure. Moreover, the students are also given opportunity to explore the language that are learning. It means during reading the students does not only read the sentences orally but they can improve their language knowledge. Basically, when their language knowledge is improving that will give positive impact to their other skill too. Therefore, it is important to practice reading comprehension.

Snow (2001:11) states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As a determinant of reading comprehension,

people use the word extracting and constructing to emphasize both the importance and the insufficiency of the text. Comprehension needs three elements. First, the reader who is doing comprehending. Second, the text is to be comprehended. Third, the activity in which comprehension is a part in considering the reader.

Brasell and Rasinski (2008:15) state that reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain. Reading refers to the ability to comprehend or make meaning from written text. In comprehending the text, the student is needed to examine the text and then they decide what the text about in order to understanding the text. Moreover, according to Dorn and Soffos (2005:14), comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. These factors effect to how good the reader in comprehending and the environment that refer to these factors is school. Therefore, as the environment that has responsibility in development of an individual, the school has to consider the way of teaching and learning process.

Klinger (2007:8) defines that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous, knowledge, strategy use) as well as variables related to the text itself (interesting in text, understanding of text type). The role of reading is very important for the students. The use of reading comprehension can help them in mastering various skills. The use of this ability also relates to the improvement of their knowledge. The components in mastering English involves reading comprehension in order to understand specific information, vocabularies, and the idea of the text.

In the present the study, the research focuses on the theory of Klinger about reading comprehension. Reading comprehension is useful for student in gaining the information of the text that they read. The vocabulary of the student can also evaluate through reading in order to interpreting the meaning of the text. Therefore, in this present of the study, reading comprehension defines as the process of constructing meaning from text. The process is to capture the information and identify the idea that related with the text contextually.

2.1.2 Procedure Text

Text is one of writing products. Richard (2010:594) states that text is segment of spoken or written language. It has some characteristic. It is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context. There are some types of text. The types of text are narrative text, descriptive text, report text, and procedure text. Anderson (2003:28) defines a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something, or getting somewhere. Some examples of procedure text are recipes and manuals.

A procedure text is arranged of three main parts. The parts are goals of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish task. According to Anderson, procedure text usually includes the following language features:

1. Sentence begun with action verb (imperative sentences).
2. Sequence words or temporal conjunctions and numbers that show the order for carrying out the procedure.

3. Adverbs of manner to describe how the action should be performed.
4. Precise terms and technical language.

In the present study, the researcher uses procedure text as the material in teaching reading. Material needs references before it presents to the student. Therefore, regarding on the theories that have been mentioned, the researcher uses theory of Anderson about definition procedure text. By considering of theory, the material procedure text that will be delivered to the student by the researcher more comprehensively. It can help the students in process improving their knowledge as along with their reading comprehension.

2.1.3 Think Pair Share with Picture Description

There are many techniques that can be used by the teacher in teaching and learning process. One of the techniques is think pair share. As one of cooperative learning technique, think pair share is a technique that provides the students more opportunity to practice their skill in the class. The technique is easy to apply with the lesson plan, and it is also easy to create the discussion moment to the students. They will share their idea to each other until understanding the topic.

Mandal (2009:98-99) states that think pair share is a simple and quick technique. The teacher involves students to think about questions and work by themselves. The students with their partner discuss the question to solve the problem or share their idea to each other until they get the best answer. Furthermore, the teacher asks the pair to share their answer to whole the class.

In addition, according to Arends (2012:370) think pair share has grown out of the cooperative learning that developed by Frank Lyman. It is an effective way to change the discourse pattern in a classroom. Moreover, think pair share can help

student to explore their idea and they can also identify their idea. By sharing their idea, indirectly, they will see something in different perspective. This opportunity is very useful for the student. They will not be stuck on their own perspective and they can get the better understanding in something. It is of course beneficial for improving students' knowledge and skill.

There has always been a close relationship between education and media (Martin, 2011:8). It can be said media as the part that support teaching and learning process. As one of teaching media, picture can be used as the teaching aid to make student to be more interested with subject matter. Picture brings description in vividly concrete way to the student. Besides, according to Wright (as cited in Suaeni, 2015), pictures are not just an aspect of method but through their representation of places, objects and people are an essential part of the overall experiences we must help our student to cope with. The picture can help the students to understand the subject matter through its representation. Furthermore, their understanding can be longer since the student to be easier to remember something by seeing.

According to Harmer (2007:178), teacher can use picture-whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning. As a result, teacher can use picture description in teaching reading. Brown (2004:227) states that picture description is a somewhat more complex picture be present showing. It visually represents things related with the text in concrete way so the reader can help in guessing the sentences with the picture. Besides, according to Cristina (as cited in Supatmawati, 2020) picture description is an ideal way of practicing your English vocabulary in all sorts of fields. Pictures provide serious

language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety to lessons.

In the present study, the research combines think pair share technique with picture description in teaching reading especially procedure text. Arends (2012:370) states that think pair share has three steps: thinking, pairing, and sharing in which each step has its own activity. The three steps combine with the picture description can stimulate the student in observing the text in order understanding the procedure text. Furthermore, the three steps in implementing think pair share with picture description could be elaborate in detail as follow:

1. In thinking, the teacher gives the students a procedure text with picture description and then ask them to observe the text with the picture description and then think about the question relate with the text individually in several minutes.
2. In pairing, the teacher divides the student into pair and ask them to discuss in several minutes. They can share their opinion or idea about the question until they can get the best answer of the question.
3. In sharing, the teacher asks the pair to share their answer to whole of class.

2.1.4 Assessing Reading

Assessing reading comprehension is important to carry out in teaching and learning process. According to Nunan (2004:138), assessment is procedures for collecting the students' data. Assessment has important role for the teacher and the student. By doing the assessment, the teacher can measure how far the knowledge and skill of the student to the material and it can use as an analysis. Assessment also helps to enhance the student's ability through the result that provided.

Edge (2002:5) defines that the assessment and evaluation of student understanding and ability is an ongoing process. Namdi (2005:57) states that assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program where learners have weaknesses and strengths. Caldwell (2008:26) states that there is a tendency to think of assessment as something that happens after instruction, something apart from instruction such as asking students to answer questions after they have read a textbook chapter or a story.

Klinger et al. (2007:13) believe that assessment is related to the process in the learning activity of the students. Assessment is carried out in each part of learning material. On other hand, Brown (2004:185) states that assessment is an ongoing process that encompasses a much wider domain. Whenever students respond to question, offer a comment, or tries out a new words or structure, the teacher subconsciously makes an assessment of the students' performance. There are two aspects that measure in reading assessment. The aspects are phonological and comprehension ability. The tests of reading assessment require the students to think quickly and critically.

Klinger et al. (2007:14) state assessing comprehension is fraught with challenge, because it can be difficult to determine how much students really know and what they are actually thinking. Hence, it is important for the teacher to consider the test in assessing reading comprehension. If the teacher doesn't consider the test well, the assessment will meet with obstacles and even failure. There are some type tests that can be used in assessing reading comprehension such as multiple choice, gap filling, cloze task, short answer etc. One of the effective and popular tests is

short answer. The assessment is easy to construct because the question relates with text that provided. The question related to the text include general information, specific information, textual meaning and textual references.

According to Alderson (2002:227), short answer – task is a semi objective alternative to multiple choice. The test provides opportunities for the student to be more active through their responses to short-answer questions. Besides, in assessing reading comprehension, the short answer task can be designed with the procedure text in order to understanding the things relate to context of the text. The student will answer questions that relate to the procedure text directly by using a complete and grammatical sentence. This kind of test is a good way for measuring the students' reading comprehension.

In the present study, the researcher adopted the theory about assessment reading comprehension from Brown (2004:56). Therefore, the researcher administers assessment reading comprehension to know their improvement after teaching through think pair share with picture description. The scoring rubric is used in assessing reading comprehension. The answer of the question relates to the procedure text assess by using the aspect of scoring rubric. The aspect is about the grammatically of the answer.

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researcher that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as

consider whether or not the present study would be as successful as the relevant studies as the empirical review. There are two similar researches with the researcher that chosen.

The first similar research was conducted by Septya (2020) on her research entitled “Improving Student’ Reading Comprehension by Using Think Pair Share (TPS) Technique at the Eighth Grade of SMP N 1 Metro Kibang in The Academic Year Of 2019/2020. The research took 31 students of VIII C as the samples. The objective of her research is to improve student’s reading comprehension of the students by using Think Pair Share. The data were gathered from test and observation. The average score of the test was Cycle I (62.4) and Cycle II (90.3). After the implementation of Think Pair Share activities in every cycle, the students’ reading comprehension score were getting better. It can be concluded that Think Pair Share can improve students’ reading ability.

The second similar research was conducted by Ariniasih (2019) on her research entitled “Improving Reading Comprehension of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 through Think Pair Share”. The research took 32 students as the samples. The objective of the study was aimed to find the improvement reading comprehension of eighth grade students of SMPN 1 Mengwi through Think Pair Share. The average of the score was Cycle I (72.3) and Cycle II (82.1). it can be seen that Think Pair Share could improve the student’s reading comprehension.

The strength of both researchers was from how they presented the material by implementing think pair share as technique of teaching reading in the class. The both of studies show that the subject’s ability in reading could be improved through

think pair share in teaching and learning process. However, the research also finds the weakness from both of research. The weakness of Septya's research is in her test. the test that used is multiple choice the test. Multiple choice test doesn't give the student opportunity to answer the question by using their own word and opinion because their answer of the question has already provided. The students only need to choose one of possibility answers. In this test, the student easily copies other work of the student. the test makes the student less active. Therefore, in present the study, the research used short answer test as the test. The short answer test is a test where the students answer the questions that require short answers. The answers of students use their own words and opinion. The test can avoid the students copying other works and they will be more active in the class.

Furthermore, the research of Ariniasih has the weakness too. There is no teaching media in her research. The teaching process would be more interesting if Arianisasih used teaching media. The use of media in teaching and learning process is important. The media can stimulate the student in teaching learning process. It makes the students more interest in the material. The media also can help the student in understanding the material. Therefore, considering the importance of media, the research decides to use picture as the media and it will support think pair share technique. The picture description provides with the procedure text. Besides making the students more interest in procedure text, the picture gives description that relates to the text so the student can help in process understanding of the text.