

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is worth noted for English learners. It provides a good model for English writing and opportunities to study vocabulary, grammar, and punctuation, demonstrating how to construct sentences, paragraphs, and whole texts. This skill is also fruitful for careers, study, pleasure, and language acquisition (Harmer, 2007). Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the word and its development. They also get more additional knowledge which can be gained from the lesson at school from the teacher's explanations.

In fact, research on reading comprehension in Indonesia has revealed that students' skills, particularly in reading comprehension, are still far from satisfactory. Sukyadi and Hasanah (2010) state that around 37.6 % of 15 years old students were merely able to read the text without understanding the meaning. Only 24.8 of them still had insufficient ability to comprehend the text. It proved that reading comprehension still become challenges for the students.

The demand of providing better learning for English teachers should decide an appropriate technique that helps the students better understand when they read. Cooperative learning is considered promising by many experts to develop the student's reading comprehension in the classroom. Cooperative learning effectively improves language skills for students (Kagan and Kagan, 2009). One of the most effective techniques in cooperative learning is Think Pair Share. The fact that occurs in schools is that students do not understand the contents of the reading, so one solution is to use the think pair share, where students are asked to work on

questions in this learning. After students work on the questions, they are asked to discuss or exchange their work in pairs and with other students.

Based on the researcher's observation of the seventh-grade students of SMP TP. 45 Denpasar, it was found that the students were unable to understand or gain the information from a text in reading class. They had a crucial problem that made them often confused about understanding the meaning of the text. Therefore, the students were reluctant to participate in the learning process because there was a lack of knowledge in reading comprehension. Moreover, they mostly used their mother tongue or Indonesian to communicate while studying English. It will not be a good experience in learning a foreign language.

There is an appropriate learning technique to solve the problem. Think pair share is cooperative learning that requires the pupils to work together to support each other and improve their learning and that of others Jolliffe (2007:43). One technique usually used in the teaching-learning process of English cooperative learning is a think pair share. Informal cooperative learning can be included in any lesson and principally involves the "turn to your partner" types of activities. Structures that support this are when the teacher asks the question and then provides "think" time, pupils talk to their partner, and pupils share their answers.

To overcome the problems above, the teacher must use the right strategy. One strategy that the teachers in teaching reading can use is the think pair share. This is very important in teaching reading because it will attract students' attention to learning. Furthermore, students will be more motivated to read the text in the class. In this case, think pairs hare was chosen by the researcher as a technique to overcome the students' reading problems. This is a great technique for providing structured opportunities for students to think about a particular case, problem or

topic, work in pairs to discuss their ideas, and share those ideas with other students to improve their reading comprehension.

Sugiarto and Sumarsono (2014:212) noted some important benefits of using think pair share in his study. First, it improves communicative skills. Sharing ideas with classmates helps students learn how exchanges ideas or opinions appropriately. Second, it makes them more actively participate in the classroom. They become more confident by working with a partner and sharing their work with classmates. Third, it improves solidarity and tolerance amongst students. They learn how to respect each other if they have different opinions. Fourth, it helps teachers teach a large number of students. The teachers can facilitate and monitor the discussion and assist whenever needed.

In conclusion, think pair share is a collaborative learning strategy in which students work together to solves problems or answers questions about assigned reading. This strategy requires students to (1) think individually about a topic or answer question; and (2) share ideas with classmate. It will help them improve their reading comprehension and engage them to be more active in the classroom. This will provide how the teaching technique would be implemented in teaching reading comprehension.

1.2 Research Problem

Formulating a research problem is very important in conducting scientific research. It will be a starting point in carrying out the research. Based on the explanation of the research background, the research question can be formulated as follows: can reading comprehension of the seventh-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 be improved through think pair share.

1.3 Objectives of the Study

The research objective is guidance in making any necessary decision and starting point of doing research. Based on the background above, so that this research has a clear direction, of course, a statement of research objective is needed. Researcher objectives will be defined as objectives to be achieved during this researcher. In addition, knowing the research objectives can help researchers to pay attention to the data collection process in this study. Scientific studies are conducted to answer the researcher problem under study, which is formulated and determined in advance. Therefore, this study was designed to answer the research problems that have been stated previously. In connection with the researcher problem above, this researcher is intended to determine whether reading comprehension of the seventh-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 can be improved through think pair share.

1.4 Limitation of the Study

Reading has a broad and wide scope of coverage, so the limitation of the study is necessary. Many things can be taken as the subject matters to be observed by people who want to research in this field. Since reading has many things to be observed, the researcher needs to narrow down the area in this study. Thus, the researcher limits her research on improving reading comprehension of the seventh-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 through think pair share. Reading comprehension that would be improved was limited on the descriptive texts. Moreover, reading comprehension in the present study was also focused on identifying general information, specific information, textual meaning, and textual reference in reading comprehension passages.

1.5 Significance of the Study

One of the principles and practical reflections considered in undertaking the present investigation is the significance of the expected research findings. This research is concerned with the importance of improving reading comprehension through think pair share. The findings of this research are expected to be useful and relevant theoretically and practically.

Theoretically, the results of this study were expected to enrich theories and could be used to support the available references for the future study related to think pair share in improving reading comprehension. In this research, by using think pair share, the students could get general information, specific information, textual meaning, and textual reference from reading texts. Furthermore, the students are also interested in studying reading comprehension. The present research findings were expected to support the existing theories on the effective implementation of think pair share in teaching reading comprehension.

Furthermore, practically, the results of this research could benefit the teacher, especially teachers who teach the seventh-grade students of SMP TP. 45 Denpasar. They got the new technique for teaching reading comprehension and would be more creative in teaching reading comprehension. Moreover, the teacher could collaborate on the answer and questions in the teaching-learning. These techniques also help students develop their reading comprehension. Therefore, reading comprehension activities are enjoyable. The students would not feel afraid when they try to express their ideas in reading comprehension since this technique would encourage them to be active in the classroom. For the institution, it is also expected that the study can be shared or socialized among the teachers to be applied to achieve the institution's goal based on the curriculum.

1.6 Definition of Key Term

There are some key terms that the researcher operationally defines to avoid misunderstanding the readers and to give clear information about the present study.

There terms of this research are as follows:

1. Reading Comprehension

Reading comprehension in the present study is operationally defined as the ability of the seventh-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 in identifying general information, specific information, textual meaning, and textual reference of descriptive texts.

2. Think Pair Share

Think pair share is defined as a teaching technique that would be used to improve the reading comprehension of the seventh-grade students of SMP TP. 45 Denpasar, and it has three steps: thinking, pairing, and sharing. In thinking, the students 'think' individually about the topic that is given by the teacher. In pairing, the students discuss their thoughts about the topic with their 'pair'. In sharing, the students 'share' in front of the class what has been discussed with their pair.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

To support the present investigation, the researcher thinks it is very important to review some theoretical points of view and evidence. The present study is conducted on the ground of the following theoretical reviews: think pair share, reading comprehension, reading assessments.

2.1.1 Think Pair Share

Mandal (2009:98) states that think pair share is a cooperative learning discussion. It is a simple technique but very useful. It challenges the assumptions that all recitation or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and respond and help each other. This is a simple and quick technique; the teacher develops and poses the question, gives a student a few minutes to think individually about a text, then each student discusses their ideas with a partner. Afterward, the teacher asks them to share in front of the class. This task allows them to collect and organize their thoughts. The terms “pair” and “share” components encourage the learners to compare and contrast their understanding with one another and to rehearse their response in a low-risk situation before going public with the whole class.

Think pair share strategy is described a cooperative learning structure that increases students’ participation. It is also an effective way to slow down a lesson’s pace and extend students’ thinking. Moreover, think pair share is a cooperative learning structure that is very useful. Arends (2012:450) mentions that think pair share consists of three steps: thinking, pairing and sharing:

- Step 1-Thinking: the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue.
- Step 2-Pairing: the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Teachers allow no more than four or five minutes for pairing.
- Step 3- Sharing: in the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

Azlina (2010:23) states think pair share is also called multi-mode discussion. It is a learning technique that provides processing time and builds in wait-time, enhancing the depth and breadth of thinking. The general idea of think pair share is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solutions with someone nearby. It means that think pair share is a technique to improve students' learning ability. In think pair share, students could think individually about the problem and discuss it to their partner. After that, they share their ideas with their other friends.

Furthermore, according to Himmele and Himmele (2000:32), think pair share is a powerful tool; it is only as powerful as the prompt on which students are asked to reflect. They use prompts that require students to analyze the various points of view or components inherent in the standard target. They ask questions that require them to explain how these components fit together or affect one another. It means that think pair share could improve students' reading comprehension.

In this research, the researcher used think pair share adapted from Arends's theory. Arends (2012) states that his theory is an effective way to change the discourse pattern in a classroom, and in this theory, he shows some steps of think pair share. The first step was thinking; in this step, students could think individually. The second step was sharing; in this step, students paired with their partners. They could discuss their ideas with their pair. The last was sharing; in this step, students shared the ideas they had discussed.

2.1.2 Reading Comprehension

Reading is one of the most important components of any language and is an essential tool for lifelong learning. The goal of reading is comprehension. Therefore, many experts give definitions of reading comprehension. Snow (2002:11) defines it as the process of simultaneously extracting and constructing meaning through interaction and involvement. Comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. In addition, Duffy (2009:14) defines reading comprehension as the essence of reading because if we do not understand the message, we are not reading.

According to Grabe and Stoller (2002), reading comprehension is the ability to understand or gain information from a text. Furthermore, partnership for reading defined reading comprehension as understanding a text that is read or the process of constructing meaning from a text. It means that a reader must be able to interpret the text's meaning well.

Patel and Jain (2008:133) state that reading comprehension involves understanding the meaning of the context, vocabulary, and structure. Moreover, the students are also given opportunity to explore the language that they are learning.

It means that during reading students do not only enjoy reading and getting the information and can extend or share the language knowledge. The students can also share the information, which the students have after they had read books or text. The teacher needs the guide and encourage the students to read clearly and try to understand the language learning. Brown (2004:185) believes that reading is likewise a skill that teacher simply expects learners to acquire.

Lems et al. (2010:170) describe that reading comprehension is not static competency. It varies according to the purpose of the reading and the text that is involved. There are also some benefits that can be taken from the reading text; for instance, reading text can give opportunities to study vocabulary, grammar, pronunciation, and how the readers construct sentences, paragraphs, and texts. By reading, students will get information that can enrich their knowledge and enhance their mind concept. Wooley (2011:25) states that reading comprehension is making meaning from the text. The goal is to understand of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding a reading text, information develops mental models or representations of the text ideas' meaning during the reading process.

Furthermore, Shepherd (1998) states that learning principles must be applied to reading comprehension. Background knowledge of experience and knowledge is necessary for learning. A reader's background knowledge influence reading comprehension. Background knowledge includes all of the experience that a reader brings to a text. If students are reading about an unfamiliar topic, the teacher needs to start the reading process by building background knowledge. New ideas must be linked to existing information ideas. A background that provides a basic understanding of vocabulary and allows the students to apply concrete illustrations

of news ideas forms the basic on which they can build information. In addition, the new meaning of a word is easier to remember if students already know the meaning of other words. The level of comprehension refers to the level at which a reader can be categorized as a good reader, an advanced reader, or a less proficient reader.

2.1.3 Reading Assessment

According to Brown (2004:4), assessment is an ongoing process encompassing a wider domain. In conducting an assessment, there is a purpose. The basic purpose of any assessment is to gather information. The assessment can be known through a test. By administering a test, the teacher can measure students' reading comprehension achievement to measure how well students can understand the text. Assessment is an ongoing process of establishing clear, measurable expected outcomes of students' learning in case using the resulting information to understand and improve what students learn.

Klingner et al. (2007:14) state that the reading comprehension assessment has different purposes; one is to find out if students have met pre-established criteria for their grade level. Another is to inform instruction by determining when students understand what they read and how efficiently they use which strategies. The type of assessment that would be used should determine the purpose of the assessment. Assessment is important part in language learning.

According to Bailey and Heritage (2008:158), reading can be assessed through writing since both are communicative activities. Reading supports writing and vice versa. By reading, students will get knowledge, and then they can share the knowledge they got from what they read by writing the information they could catch and understand. If students can comprehend a text, they will be able to retell

the information to others, and the way how they rewrite information on their own can reflect how far they understand it.

The teacher should consider numerous factors when choosing a test. They are as follows: the purpose of testing, the specific information needed about the students' reading comprehension, the number of students being tested, the length of the test, and whether the test is an individual or group-administered test. All those aspects are important for the teacher to do a test on the subject. A test cannot be done without any goals and achieve the goal of the test in measuring the students' ability, the teacher should consider everything toward the subjects and the material that will be involved. The test should be valid and reliable (Klingner et al., 2007:17).

In designing the reading assessment task, the researcher should first consider the reading type used in the present study because an assessment task is constructed by considering the purpose and type of the reading activity. According to Brown (2004:201), interactive reading can be assessed using several tests; cloze tasks, impromptu reading plus comprehension questions, short answer tasks, editing, scanning, ordering, information transfer, and interpretation. In the present study, reading comprehension of the seventh-grade of SMP TP. 45 Denpasar was assessed by administering a short answer task to assess four aspects: general information, specific information, textual meaning, and textual reference.

2.2 Empirical Review

Empirical review is about reviewing studies conducted by other researchers that might be similar to the present study. Think pair share is one of the techniques that can be used in the teaching and learning process. There were two of many researchers that have successfully implemented this technique.

The first was Lestari (2017), entitled “The Use of Think-Pair-Share to Improve Reading Comprehension of the Seventh Grade Students of SMP TP. 45 Denpasar in academic year 2016/2017”. The objective of this research was to determine the extent of reading comprehension of the seventh-grade students of SMP TP. 45 Denpasar in academic year 2016/2017 can be improved through the think pair share technique. The result of the study found that think pair share could improve reading comprehension. It can be seen from the progressing mean scores of the pre-test and post-tests.

The second was Brahmantari (2018), entitled “Improving Reading Comprehension of SMPN Tegalalang in Academic Year 2017/2018 Through Think-Pair-Share”. The result of this study could be seen from the progressing mean scores of the pre-test and post-tests. After conducting the teaching cycles, it was found that think pair share can improve reading comprehension. Furthermore, her research showed positive responses’ concerning the technique applied in improving the subjects’ reading comprehension. The classroom action study proved that think pair share technique could improve their reading comprehension. In cycle I, the result increased and in cycle II, the result has greatly improved.

The research above gained the same results in which the findings showed that after conducting two cycles there were constant improvements after the research applied think pair share technique, the students had a positive response. Furthermore, there were not only the strengths but there were also the weaknesses. Both of the researchers did not use a clear scoring rubric in scoring the students’ reading ability. In the present study, the subjects’ reading comprehension would be scored by applying a scoring rubric. Besides, the scoring rubric was adapted from Brown (2004).