CHAPTER I

INTRODUCTION

1.1   Background of the Study

Reading is one of the language skills that is very important to be learned by the students. By reading, students will enrich the ideas and information obtained. Reading is also one of the types of language skills through receptive writing because by reading someone will gain knowledge and new experiences that have never been known before. There are many standardized ways to measure an individual's reading ability.

Juel (2005) states that reading is the process of recognizing words and integrating them into meaning, sentences, and word reading structures. Reading is one of the basic skills students should improve. Klinger et al. (2007) stated that reading comprehension includes more than the reader's reaction to the text. Reading comprehension is a highly complex multi-component process involving many interactions between the reader and what they contribute to the text, as well as the variables associated with the text itself. The most important thing in doing reading activities is achieving reading goals, especially understanding the text.

Harmer (2010) states that reading helps language acquisition. Reading is therefore defined as a basic skill in English. This is because reading allows students to know how the language works. As students read the book, they come across some words that make up sentences in the text. Get used to how sentences are

grammatically structured. Students will also discover new vocabulary. Also, through reading, students can gain new information and ideas from what they are reading. Enriching their knowledge is useful. All processes should be understood by students.

Teaching student in reading comprehension is not easy. There were some problems faced by students in reading activities at classroom. For example, the students did not understand about the material in learning reading, and they felt bored in learning process, especially in learning reading. The students' were lack motivation in reading comprehension. And then, the students difficult to understand the meaning of the text, find the general information, specifin information and also textual reference. In this study, students are expected to finding general information, specific information, textual meaning and recognizing textual reference.

Patel and Jain (2008) state that reading comprehension involves understanding the meaning of the context, vocabulary, and grammatical structure. Moreover, the students are also have a chance to explore the language that are learning. This means that while reading, students can not only read sentences verbally, but also improve their language skills. It will give the student positife impact when their language knowledge is improve. Therefore, it is important to practice reading comprehension.

One of the strategies that helped students with reading comprehension is Think Pair Share strategy. Think Pair Share is a simple technique to be apllied in teaching learning process. The name comes from three stages of student behavior,

emphasizing what the student should do at each stage. This allows students to collaborate with others, optimize their participation in learning, and give all students the opportunity to show their participation in learning. Ledlow (2001) states Think Pair Share is low-risk strategy to get many students actively involved in classes of any size. In addition, Robertson (2006) suggested that Think Pair Share is a method designed to allow students to come up with individual ideas and share those ideas with others. This is a teacher learning strategy that encourages students to join the class. Think Pair Share strategies encourage a high level of reaction for students and help them continue to work.

Based on the above implications, researchers have concluded that Think Pair Share is an excellent strategy and can be effectively applied to educational reading. This is a learning method that encourages teachers to encourage students to participate in the class. It is certainly intriguing and makes it easier for students to learn the material.

Mandal (2009) states that Think Pair Share is a simple and quick strategy. The teacher encourages the students to think and work on their own questions. Students discuss questions to solve problems or share ideas with each other until they get the best answer. Furthermore, the teacher asks the pair to share their answer to whole the class. According to Sunita (2014) Think Pair Share is a learning model in which students think independently about the problems given by the teacher then discuss with partners and share the results of the discussion with friends in class. In this research, the researcher used descriptive text. Descriptive text material was available in semester 2 of grade 8, but it was allowed by the school to use

descriptive text material in semester 1 of grade 8 because the teacher wanted students to repeat and recall the material obtained in grade 7.

It was done by the previous research made by Supatmawati (2020). She conducted a research in SMPN 3 Abiansemal which entitled "Improving Reading comprehension of The Eight Grade Students of SMPN 3 Abiansemal in Academic Year 2019/2020 through Think Pair Share with Picture Description". She basically focused on improving of this method, especially how the students can solve their problems in reading activities by using this method. The result showed that the Think Pair Share strategy was effectively used in teaching reading comprehension and students interested to learning reading through Think Pair Share.

Based on all of statements above, the title that was conducted in this research is "The Implementation of Think Pair Share Strategy to Improve Reading Comprehension of the Eight Grade Student of SMPN 1 Petang in Academic year 2022/2023.
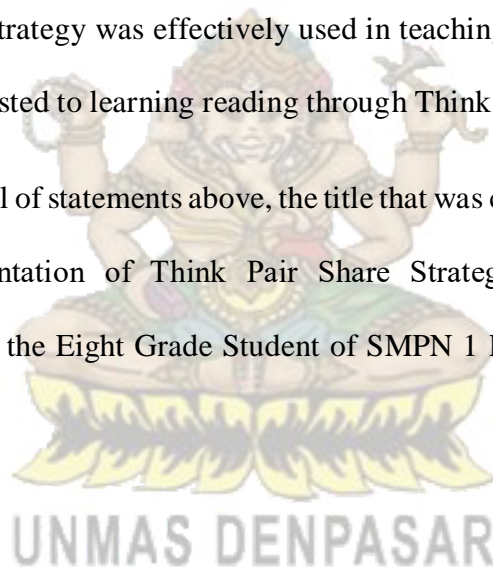
1.2   Research Problem

The most important aspect of doing any research is formulating the research problem. In research problem, the problem that has been found will be fixed by formulating steps of plans to solve it. Based on the background of the study, the main problem of this study has been explained that the eight grade students of SMPN 1 Petang had low ability in reading that caused by the teaching technique. The solution to solve the problem is implementing Think Pair Share strategy to improve reading comprehension of the student. Therefore, the research problem can

be formulated as follows: can reading comprehension of the eight-grade students of SMPN 1 Petang in academic year 2022/2023 be improved through Think Pair Share strategy?

1.3   Objective of the study

In order to make present study has direction, there must be an objective that the researcher wants to achieve through the research conducted. A research successful if it achieves its objective. 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 whether or not reading comprehension of the eight – grade students of SMPN 1 Petang in academic year 2022/2023 can be improved through Think Pair Share strategy.

1.4   Limitation of the Study

A discussion of literacy rates is too broad and complex for a single coverage of the study. Therefore, variables should be constrained to avoid duplication of discussion. This study focuses solely on the use of Think Pair Share strategies to improve students' reading comprehension at SMPN 1 Petang in academic year 2022/20223. Indeed, researchers were only discussing the role of Think Pair Share strategies in helping students improve their reading comprehension of finding general information, specific information, textual meaning and recognizing textual reference.

1.5   Significance of the Study

This study aims to improve students' reading comprehension through the Think Pair Share strategy of the eight grade students of SMPN 1 Petang in academic year 2022/2023. The significance of this research is to find out how the strategy works to overcome the problems that students face in reading comprehension. The findings of this study are expected to provide both theoretical and practical meaning. Therefore, the theoretical significance and practical significance of this study can be explained as follows: Think Pair Share in teaching reading can stimulate students' interest in attending the reading class, make it easier for them to understand what they are reading, and share their ideas with other students.

Furthermore, the results of this study can provide useful contribution and information for teachers, students, and other researchers. For English teachers, the results of this study are expected to be used as a strategy to teach reading comprehension and help teachers to make students more active in class. For students, The results of this study should help students understand the points of reading comprehension, In particular, reading comprehension can be a fun subject for students and will be more motivated to increase interest in learning to read in English. Finally, it is hoped that these findings can be used by other researchers to add references to Think Pair Share strategies in teaching reading and to find weaknesses to improve future researchers.

1.6   Definition of Key Term

To avoid confusion for the reader, it is very important to define the concepts of important terms in the study. In addition, key terms also explain certain terms used in this study. The title of the current research is "The Implementation of Think Pair Share Strategy to Improve Reading Comprehension of The Eight-Grade Students of SMPN 1 Petang in Academic Year 2022/2023". To avoid reader misunderstandings, researchers provide definitions of two options for the key terms used to include reading comprehension and Think Pair Share strategies. The definition of key terms are operationally defined as follows:

1. Reading Comprehension

   Reading comprehension in this study is defined as the ability of the eight grade students of SMPN 1 Petang in Academic Year 2022/2023 in understanding descriptive text. In particular, it recognizes main idea and general information, finds specific information, textual meaning, and text reference.

2. Think Pair Share

   Think Pair Share strategy is a collaborative learning strategy in which students work together to solve problems and answer assigned reading questions and set their own goal reading english. There are three steps, the first one is think, The teacher gives the student about ten minutes to read the descriptive paragraph and think about the question. The second step is pair, where students pair up with their partners and discuss their ideas about answering a given question for a few minutes. The third step is share, students present their ideas in front of the class.

CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1   Theoretical Review

The theoretical review corresponds to the relevant theory used in this research. Therefore, the researcher uses relevant theories from experts to give more evidence in this research. In this present study, the researcher describes some important points from some related references which support this present study, they are as follows: reading comprehension, Think Pair Share, and reading assessment.

2.1.1   Reading Comprehension

Reading comprehension is not reading a text aloud without getting meaning. Reading is one of fundamental skills which needed by the students. According to Grabe (as cited in Walter, 2006), reading is an interactive process. This is a dynamic instruction between the author and the reader, who creates meaning from the text by activating knowledge and extending it with new information. Reading is an important way to expand a student's knowledge. The development of their knowledge requires the understanding of the students. If the student reads without understanding, he will be informed and his knowledge will not improve. Therefore, understanding is an important part of reading.

McNamara (2007) considers reading to be an exceptional achievement given the level of learning and the number of components. Think about what it takes

8

to read a straightforward story. This word contains grapheme, phonemes, and morphemes. Sentences have syntactic structure, sentence, and complex characteristics. A deeper understanding of the sentence required the construction of the referent of the noun, the focus of the discourse, the premises, and plausible conclusions. Brasil and Rasinski (2008) believe that reading could be a multidimensional prepare that includes the mouth, ears, eyes, and most importantly the brain. Reading alludes to the ability to understand.

Klinger (2007) characterizes that reading comprehension could be a multicomponent, profoundly complex process that includes many interactions between readers and what they bring to the text (past, knowledge, strategy use) as well as variables related to the text itself (interesting in content, understanding of text sort). The part of reading is very imperative for the students. The use of reading comprehension can offer assistance them in mastering different ability. The use of this ability also relates to the enhancement of their knowledge. The components in mastering English includes reading comprehension in arrange to understand specific information, vocabularies, and the thought of the text.

According to Smith (2004), reading is the foremost characteristic activity in the world. Word readings are appropriately used for all kinds of activities when researchers are attempting to understand the circumstance. Its unique meaning is interpretation. In addition, interpretation refers to a uncommon use of this term. This means that the reader can think a lot about the written text that the student is reading from the paragraph. Readers ought to get it how to form meaning in written text. Therefore, understanding is the behavior of the reader who interacts with and is included within the written text to make and pass on meaning.

Lems, et al. (2010) state that reading comprehension is the capacity to build meaning from a given written text. Reading comprehension is not a static competency, it varies according to the reason for reading and the text that's included. When the prerequisite abilities are in place, reading gets to be an evolving interaction between the paragraph and the background information of the reader. This can be accomplished through use of procedures, both cognitive and metacognitive. There are also a few benefits which can be taken from reading paragraph; for case, reading paragraph can provide opportunities to study vocabulary, language structure, pronunciation, and the way the researcher builds sentences and paragraph. By reading, students will get information that can improve their information additionally improve their main concept.

In connection with the description above, reading comprehension can be interpreted as a process of extracting the appropriate meaning from an information. Without reading comprehension, students cannot understand the information in the reading section. Readers are expected to be able to use their reading comprehension to extract information. Reading comprehension helps students get information about the paragrap they are reading. Therefore, in this study, reading comprehension is defined as the process of reading specific information and building meaning from the paragraphs used as the method of reading.

2.1.2   Think Pair Share Strategy

There are a few strategies instructors can use to improve their students' abilities, particularly in reading. In addition, cooperative learning is one of the few strategies teachers can use. Co-op learning could be a learning strategy that gives students the opportunity to practice their abilities in class. Cooperative learning requires students to connected and get information from each other. Co-op learning gives students the opportunity to share classroom activities and collaborate with groups in learning activities.

One of the cooperative learning strategies is Think Pair Share. Kagan and Kagan (2009) that Lyman made a very effective framework arrangement of three structures called Think Pair Share. Think Pair Share may be a collaborative learning strategy in which students think about prompts and answers to questions, talk about individual answers in pairs, and share the results of the discussion with the class.

Fisher and Frey (2007) state Think Pair Share could be a cooperative discussion procedure that gives students to talk about their responses in pair before sharing with the entire class. The teacher includes students to think about questions and work by themselves; they discussed in pair to solve issue or compare their idea to recognize the best answer and the teacher inquires them to share their answer or idea to the entire of the class.

Implementing the Think Pair Share strategy requires a few steps. According to Lyman in Arends (2012), the Think Pair Share strategy was born out of collaborative learning and wait time research. Certain approaches are an successful way to change the discourse pattern within the classroom. It justifies the

presumption that all discussions must take place over the group. This incorporates steps to provide students more time to think and react to assist each other. There are three steps in teaching reading using think pair share, as follows:

The first step is Thinking: The teacher poses a question or an issue related with the lesson and asks students to spend a minute considering alone about the answer or the issue. Students got to be taught that talking isn't part of considering time.

The second step is Pairing: The teacher asks the students to pair off and examine what they have been considering about. Interaction during this period can be sharing answers in case a question has been posed or sharing ideas if a particular issue was recognized. As a rule, teachers allow no more than four or five minutes for pairing.

The last step is Sharing: The teacher asks the pairs to share what they have been talking about with the entire class. It is compelling to simply go around the room from pair to pair and proceed until about a fourth or a half of the pairs have had a chance to report.

In the present study, the researcher uses Arends; description about steps of Think Pair Share since the steps are less difficult and simpler to be conducted in teaching learning process. Through this strategy, the students can learn about general information, textual meaning, specific information and textual reference. This permits students to become independent strategic readers by defining students own question while reading. Students ought to use students own thoughts and background knowledge to find the right answers based on the paragraph in through

reading comprehension. It also gives students an opportunity to apply what they are learning.

2.1.3   Assessing Reading

Reading comprehension assessment is an important method performed in the context of education and learning. According to Nunan (2004), assessment is a way to collect student data. Assessment plays an important role for both teachers and students. The assessment allows teachers to measure how relevant a student's knowledge and skills are to the material and use it as an analysis. Assessments also help improve student skills through the results provided.

Klinger et al (2007) state that reading assessments have different purposes. One is to see if the student meets the prescribed standards for the grade. Another is to inform the classroom by determining when students understand what they are reading and how effectively they are using which comprehension strategies. The type of valuation used when the purpose of the valuation is determined.

According to Bailey and Heritage (2008), reading and writing are both communicative activities, so reading can be assessed by writing. Reads support writes and vice versa. Reading gives students knowledge, and they can then pass on the knowledge they gain from what they read by writing down the information in a way that they can grasp and understand. Once students understand the text, they can pass that information on to others, and the way they paraphrase the information themselves can reflect their degree of understanding of the text.

According to Pang et al. (2003) there are two forms of reading assessment which are commonly used in teaching learning process. The first forms is to find out how well are children reading in order to help them improve. Diagnostic assessment is to provide learners with feedback and support. The second forms is measure how much progress has been made. This forms of assessment are needed for effective reading instruction.

According to Bachman (2004), assessments provide information from a wide range of research, observation, and data collection methods, including multi-legged tests, advanced responses such as essays and questionnaires, oral interviews, introspections, and observations. Rudner and Schafer (2002) state that the evaluation rubric is a descriptive evaluation scheme developed by teachers or other evaluators to guide the analysis of the outcome or process of a student's efforts. Evaluation rubrics are typically used when quality evaluation is required and can be used to evaluate a wide range of topics and activities in a reading class.

When assessing reading comprehension, there are several types of text that can be used as one of the most effective paragraphs in a short answer task. Therefore, in current research, researchers use a short-answer task to assess a student's abilities. The short answer task is a suitable paragraph for assessing a student's abilities. Because they know how deeply they understand the paragraph. This paragraph also gives students the opportunity to convey their thoughts.

2.2   Empirical Review

Empirical review is a method of obtaining information and theories about previous investigators relevant to this study. Furthermore, knowledge of empirical review evidence helps researchers avoid inadvertently repeating previous students' results and puts them in a better position for research results. The aim is to support current research by reviewing results and assessing whether it will be as successful as related studies such as empirical reviews. There are two similarities with the selected researchers.

The first was conducted by Septya (2019) entitled "Improving Students' Reading Comprehension by Using Think Pair Share Technique at The First Semester of The Eight Grade of SMP N 1 Metro Kibang in The Academic Year 2019/2020". The researcher took 31 students as the samples. The objective of this research is to find out student reading comprehension by using Think Pair Share strategy of the eight grade students. 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 seen that Think Pair Share strategy could improve the students reading comprehension.

The first, was conducted by Supatmawati (2020) on her research entitled "Improving Reading comprehension of The Eight Grade Students of SMPN 3 Abiansemal in Academic Year 2019/2020 Through Think Pair Share With Picture Description. The researcher took 30 students as the samples. The average score of the test was Cycle I (67.83) and Cycle 2 (77.66). 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 with picture description can Improve student's reading comprehension.

Both researchers' strength lies in how they presented the material and implemented Think Pair Share as a technique for teaching reading in the classroom. Both studies show that reading comprehension may be improved in subjects by sharing thoughts in pairs when teaching learning and process. However, the study also reveals weaknesses in both studies. The weakness of Septya's research lies in its testing. The test used is multiple choice. Multiple-choice tests do not give students the opportunity to answer the questions in their own words or opinions because the answers to the questions have already been provided. There are also weaknesses Supatmawati's research. Her research has no teaching media. In this research, the researcher will use short-answer text and also teaching media.