

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the important language to connect among people from different background, country, culture, and many more around the world. Almost all the people use English to communicate with other people in different countries. English is a universal language in many fields, for instance: education, business, tourism, politics, and to get a relation. In Indonesia, English position is as a foreign language. The curriculum in Indonesia mentions that English is one of compulsory subjects that should be taught from elementary school to university.

As a foreign language in Indonesia, English is one of the subjects that learned by students in senior high school (*SMA*). As stated in the education curriculum for senior high schools, English is targeted to develop the ability to communicate both orally and writing. It means that the students have able to understand and share their ideas, information, opinions, thought, and feeling through spoken or written communication. Students should master four language skills to achieve their successful language learning such as reading skills, listening skills, writing skills, and speaking skills.

In teaching and learning process, reading as one of four skills in English, plays an essential key in all sources of knowledge that should be mastered by students, especially for students in senior high school. Reading requires understanding or comprehension of the meaning and ideas conveyed in a reading paragraph. In addition, through reading the students can get the messages or the

information that the writers have expressed. Comprehension is the key of reading; without comprehension the activity of reading will not achieve goals.

Reading is an active process to understand information and knowledge from the written or printed material made from the authors to the readers. Students develop knowledge, information, concepts, and attitudes through reading comprehension. Moreover, students get many vocabularies through reading which is needed in other skills. Harmer states that reading has many benefits for students because it brings the excellent effect for students' vocabulary knowledge, spelling and writing, so they need to improve their ability in reading comprehension because it is a very fundamental skill and also to gain students a higher level of thinking (2007: 99). Therefore teachers should give the students more attention in the reading process. Students can get more information when they comprehend the content of the reading paragraph.

Based on the preliminary observation in SMA PGRI 4 Denpasar, especially in X IPA 1, the teacher led the students to answer and present their opinion using English. As a matter of fact, students rarely read in English paragraphs, so they became lazy to practice. Teacher also stated that several of the students do not know some vocabulary in English. Thus, they have difficulty learning English, especially if they are given a text and then ordered to read in called. It is not only the intonation or pronunciation that is wrong but they also understand need help understanding the contents of the text and they will difficult comprehending the reading content of the text. The teacher also added that while the students were in middle school, they mostly gave the students only answer and question over and over again so they were a bit surprised when their senior high school teacher

taught in full English. The teacher explained the material and gave examples to the students. Secondly, the teacher asked the students reread the paragraph in and answer the questions about general information, specific information, textual meaning and textual reference without explaining. Besides, the teacher only observed the students when they worked individually without directing students and teacher only focused on the students who could answer teacher's questions. Most of them difficult still struggled to understand the content of the reading paragraph.

Based on the explanation above, the teacher's technique made the students face problems in reading comprehension. The students had difficulty comprehending and understanding reading a text. Therefore, most of the students had trouble to answer the questions about general information, specific information, textual meaning and textual reference that the teacher gave. It made the classroom activity passive and boring because the students only read the paragraph and answered the questions. Besides, the teacher only allowed the students to discuss the difficult words from the paragraph. Therefore, when the students found the difficult words from the paragraph, it made students feel confused and found it complicated to answer the questions. This made students fail to comprehend the reading paragraph and answered the questions from the reading paragraph. Thus, the teacher should use an appropriate technique in order to improve students' ability in teaching learning process.

Based on the problem above, it was necessary to apply the method or strategies to solve students reading problem in English in order for students can read and understand the meaning of every reading passage. Think Pair Share

strategy (TPS) with picture description was chosen to solve this problem and improve the students' reading comprehension of the tenth-grade students of SMA PGRI 4 Denpasar. It is the one of techniques in cooperative learning. Arends (2012:370) state that Thinks Pair Share is an effective way to change the discourse pattern in the classroom and it challenges the assumption that all recitations or discussions need to be held in whole group setting. It has built-in procedures for giving students more time to think, respond and help each other. Besides, think pair share with picture description can attract the students' interest in learning reading. Think Pair Share with picture description is one of techniques which can be found in cooperative learning. Think pair share with picture description is conducted in three steps; there are thinking, pairing, and sharing. In thinking activity, the students are asked to think individually the questions given by the researcher. In pairing activity, the students can discuss with their friends if they have problem in answering the questions about general information, specific information, textual meaning and textual reference. In sharing activity, the students can share the discussion results with their friends in front of class. Therefore, the students will know the right answer and how to find the right answer from the reading paragraph in teaching learning process in the classroom.

Think pair share with picture description also help teacher to catch students understanding in reading a paragraph. Moreover, by using think pair share with picture description in this presentation of the study, the research believes that it can improve students' ability in reading comprehension. Besides, by using this strategy the students can get a chance to discuss the topic with their partner.

Therefore, the students cannot only improve their critical thinking but also feel enjoy sharing their opinion or asking their partner. This technique will create an interesting and fun teaching learning process in the classroom.

In conclusion, the research motivated and interested to improve the students' ability in reading comprehension of SMA PGRI 4 Denpasar especially in X IPA 1 class. The researcher used Think Pair Share (TPS) with Picture Description in teaching reading to make the students interest while having reading lesson plan and helping students' easily in understanding reading material. Therefore, the researcher decided to conduct research entitled "Improving Reading Comprehension of The Tenth-Grade Students of SMA PGRI 4 Denpasar in Academic Year 2022/2023 through Think Pair Share with Picture Description."

1.2 Research Problem

Based on the background of the research above, the tenth-grade students of SMA PGRI 4 Denpasar in academic year 2022/2023 had a low achievement in English especially in reading comprehension. As a result, the students found difficulty in finding general information, specific information, textual reference and textual meaning in reading paragraph. Therefore, the research problem can be formulated as follows: can reading comprehension of the tenth-grade students of SMA PGRI 4 Denpasar in academic year 2022/2023 be improved through think pair share with picture description?

1.3 Objective of the Study

Reading comprehension is one of the main things that must be improved by the students to understand reading passages to which are found in some of the tests given. Thus, as the progress of time, many scientists have studied how to improve the teaching of reading comprehension in teaching learning process. On the other hand, many methods to teach reading comprehension are currently being applied to enhance the students' achievement especially in reading comprehension. Based on the background of the study and the research problem above, the present study was intended to determine whether or not reading comprehension of the tenth-grade students of SMA PGRI 4 Denpasar in academic year 2022/2023 can be improved through think pair share with description.

1.4 Limitation of the Study

Reading comprehension actually has a broad, complex and wide scope of coverage, so limitation of the study is necessary. The 2013 curriculum was applied at the school where the present study was undertaken. The syllabus and lesson plan still use the 2013 curriculum while in teaching process. The basic competency that was applied paragraph structure and linguistics elements to carry out social function of descriptive text by comparing of several oral and written descriptive texts by giving and asking for information about the description of place with short and straightforward, according to context use. In addition, reading comprehension in the present study was mainly focused on improving students' ability to understand and comprehend the reading paragraph especially in identifying general information, specific information, textual

meaning and textual reference of descriptive paragraph.

1.5 Significance of the Study

This research was concerned with improving reading comprehension of The Tenth-Grade Students of SMA PGRI 4 Denpasar in Academic Year 2022/2023 through Think Pair Share with Picture Description. The significance of this study is to know how the technique works in overcoming the problem that the students in reading comprehension face. One of the principles and practical reflections taken into account in undertaking the present investigation is the significance of the expected research findings. The findings of this research are expected to be valuable and relevant theoretically and practically.

Theoretically, the present of his study is aimed at strengthening the theories use, particularly the theories of reading comprehension, the results of the present study are expected to enrich theories and can be available references for future studies related to the think pair share with picture description in improving reading comprehension of the tenth grade students of SMA PGRI 4 Denpasar in academic year 2022/2023. Furthermore, the procedures of composing this research become good excellent guidance to be used to have a better result of doing reading comprehension. Moreover, the findings are expected to be used as evidence that thinks pair share with picture description is one of practical techniques in improving reading comprehension of the tenth-grade students of SMA PGRI 4 Denpasar in academic year 2022/2023.

Practically, the results of this study are able to give beneficial contributions to the teachers, students and other researchers. For the English teachers, the

development of this study is expected for their strategy in teaching reading comprehension and the teachers get the new technique for teaching reading comprehension. Also, they will be more creative in teaching English especially for reading comprehension. Moreover, the teacher could collaborate with the answer and questions in teaching learning. These techniques think pair share with picture description also help students develop their reading ability. Therefore, reading comprehension activities will be enjoyable. The students will not feel afraid when they try to express their ideas in reading comprehension since these techniques will encourage them to be active in the classroom without giving them pressure. 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. Finally, for other researchers, the findings are hoped to be used to add reference of think pair share with picture description and to find the weakness to enhance further researchers.

1.6 Definition of Key Term

Defining the critical concept in research is very important to avoid confusion on the part of the readers. There are some terms which the researcher in the present study operationally defines. In addition, the key terms are several typical words used in this research and the students should be given clear operational definition to the topic that is further discussed. To avoid misunderstanding concerning the key terms in the present study, the terms in scientific research which are too broad and sounds complicated to the readers which are should be operationally defined to give clear explanation. The

researcher described the definition of reading comprehension and think pair share with picture description to make a better understanding concerning this study briefly and clearly. Therefore, there are some definitions of key terms that are operationally defined as follows:

1. Reading Comprehension

Reading comprehension is defined as the ability of the tenth-grade students of SMA PGRI 4 Denpasar in academic year 2022/2023 in finding the main idea or general information, identifying the general information of the paragraph and identifying the specific information and identify the textual reference and textual meaning of the reading paragraph.

2. Think Pair Share with Picture Description

Think pair share with picture description is one of the cooperative learning. These kinds of teaching technique used by the English teacher in teaching and learning activity to help the students to improve their reading comprehension and set their own goal learning English. It consists of three steps. The first step is thought, the teacher gives the students several minutes to read descriptive text with picture and think about the questions related to what have given by the teacher. The second step is pair, in this step after students get the answer then the teacher will divide them into a pair. The students with their partner discuss their idea together about the answer of the questions in several times. The third step is share; the students share their idea in front of the class. Generally, the students feel more comfortable when they share their ideas with a support from their partner in the classroom.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The related theoretical review is scientifically expected to contribute some practical significance and the research should be conducted on the basis of some relevant theoretical construct and empirical evidence. Theory is a set of interrelated constructs of concept, definitions and preposition which presents a systematic view of phenomena. It is conducted to avoid misunderstanding of some concept and terms used and required in this study. The function of the theoretical review is to demonstrate the researcher's knowledge and expertise in the chosen field of research, concentrating on the research problem. Some important points that should be explained based on same relevant theoretical review. This present study conducted on the ground of the following theoretical review: (1) reading comprehension (2) think pair share with picture description, and (3) assessing reading comprehension.

2.1.1 Reading Comprehension

Reading as one of language skill that is playing important key in improving the students' knowledge. Reading skills is such as the ability to understand the general information, general message and even to understand the meaning of every single word. Patel and Jain (2008:133) state that reading is most useful and important skill for people and reading is a source of joys. Reading is an important activity in many language classes. By reading, the readers can get much important information and improve their knowledge. The

students reach these aims if they understand the meaning of the text.

According to Nunan (2003:68), reading is defined as one of the abilities to read at an appropriate rate with adequate comprehension, process of readers combining information from the text and the students' background knowledge to build a meaning. Act of reading can define as when the text, the reader, fluency and strategies are combined together. It means that when the readers read a text, they should connect the text which is the readers read to their background knowledge to make them easier in comprehending the text. In order to comprehend the text, there are two languages components that need to be mastered, they are grammar and vocabulary. Thus, without reading comprehension, students do not able to understand the information that is stated in the reading text.

Reading comprehension as the process of readers interacting and constructing meaning from the text, implementing the use of prior knowledge of English grammar and their decoding skills, developing their reading fluency and extending their ability to comprehend what they read and view from the literal level to the inferential and critical levels. Elizabeth et al. (2004:14), state that comprehension is the process of deriving meaning from connected text. It involves word knowledge or it called vocabulary as well as think and reasoning. Thus, comprehension is not passive process, but an active one. The reader actively engages with the text to construct the meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that writer used to communicate information, ideas and viewpoints. The term comprehension strategies were sometimes used to refer to

the process of reasoning. Good readers' also too active step to overcome difficulties in comprehension and information used.

Many experts have described the meaning of reading by their point of view. According to Brown (2004:185), is likewise a skill that teachers simply expect learner to acquire. Reading it is the most essential skill for success in all educating context and it remains a skill of paramount importance. The reader recognizes to play an influential role in the reading process. When the students are able to recognize the words meaning in the reading paragraph or passage, they are able to comprehend what they read. By comprehending the read paragraph, the students can improve their skill in reading. Brindley (2005:80), state that reading is one of the basic skills that much be mastered at an early age. This skill is demanded in the education system and the society. On the other hand, the students saw reading in terms of books or literature. It was like to a literary heritage to a canon of texts. This leads on consideration of what and how children should be reading.

In this research, the research used reading comprehension adapted from Snow (2002:11) reading comprehension is useful to help the students for gaining the information about the text that they read. Reading could evaluate students' vocabulary and then they could interpret the meaning. Therefore, in this present of study the reading comprehension was defined as the process of constructing meaning from the text which is used one type of reading that is reading comprehension. It is an active activity that tries to catch or identify the idea of the text, the specific information whether it is about detail express textual reference.

2.1.2 Think Pair Share with Picture Description

Think pair share with picture description is a cooperative learning discussion. It is simple technique but very useful. It challenges the assumptions that all recitations or discussion 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 quick technique; the teacher develops and pose question, gives the students a few minutes to think individually about a text, and then asked students to share and discussed their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. Mandal (2009:98) states that “Pair” and “share” components encourage the learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class.

According to Machpherson (2007:1), cooperative learning is part of a group of teaching learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping the bet. Therefore, cooperative learning is a group of students to encourage their stimulus in learning and interact with each other to get the knowledge.

Think pair share is a low risk strategy to get many students actively involved in classes of any size. The procedure is simple; after asking a question, tell the students to think silently about their answer. As a variation, teachers might have them to write their individual answer depending on the complexity of the question and amount of time text is appropriate for the activity. Teachers can give them anywhere from several minutes to work individually. Next, teachers

ask the students to pair up with a partner to compare or to discuss their responses. Finally, teachers call randomly on a few students to summarize their discussion or give their answer. Ledlow (2001:1) the random calls are important to ensure that students are individually accountable for participating.

Fisher and Frey (2007:30) state that think pair share is a cooperative discussion strategy that provides students to discuss students' responses in pair before sharing the answer with the whole class. The teacher involves students to think about questions and work by students themselves. Therefore, students discuss in pair to solve problem or compare students' idea to identify the best answer and teacher asks students' briefly to share students' answer or idea to the whole of the class.

Picture is a learning model that uses pictures and is paired or sorted into logical sequences. This learning model relies on images as a medium in the learning process. The picture description is a rather more complicated picture that can be presented showing, say, someone reading on the couch, a cat under the table, books and pencil on the table, chairs around the table, lights next to the sofa, and pictures on the wall above sofa. According to Cristina (2007:2), states that picture description is an ideal way of practicing your English vocabulary in all sorts of field. Picture provides serious language practice and can be invaluable in the classroom for simulating discussion and bringing enormous variety to lessons. They also provide the teacher with a flexible and convenient tool to test many different things in exams.

In addition, the teachers have to know clearly about the steps when they want to use think pair share with picture description in teaching learning

process. This technique is an effective way to change the discourse pattern in the classroom. It challenges the assumptions that all discussions need to be held in whole group settings and it has built in procedures for giving students more time to think, to respond and to help each other. There are steps of using think pair share with picture description as follows; (1) Giving the paragraph or text that contained with picture paragraph or text to be discussed and explained (2) Asking students to observed picture and read the paragraph by itself or individual (3) Asking the students to discuss the paragraph or the text in pair (4) Asking the students to answer some questions related to the paragraph or the text (5) Asking students to share their answer in front of class and do not forget to giving feedback to their answer.

2.1.1 Assessing Reading Comprehension

One of the most important aspects in teaching is to be able to assess the students' reading comprehension. By assessing the students' reading comprehension, the teacher can measure their understanding in reading paragraph which is given in the class. Assessment in learning process is very important to know the student's achievement toward the material during teaching reading comprehension. Reading assessment is also used to determine what skills are being learned and what skills need to be strengthened. In assessing reading, the research has effort to give students result of development to improve the process of the study in order to know how far the students have mastered the process of reading. According to Klinger (2007:14), state that assessing comprehension is fraught with challenges, because it can be difficult to evidence of their child's learning and to be accountable to government

education authorities by providing hard evidence of achievement levels in school.

On the other hand, McNamara (2007:108-109) believes that the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies. For instance, assessing students' reading comprehension ability before an intervention allows potential weaknesses of an individual reader to be diagnosed. In assessing reading comprehension, there are some types of tests that can be used. One of the most considerably effective tests is short answer tasks. One of the most considerably effective tests is short answer tasks. According to Brown (2004:206), short answer task is an alternative to the most popular assessment of reading comprehension. So, in the present of the study, the research uses short answer tasks to assess the student ability. Short answer task is appropriate test to assess the student ability because we will know how deep students comprehend the paragraph. The paragraph also gives students opportunity to convey their ideas more.

2.2 Empirical Review

Empirical review is about reviewing studies that had been conducted by other researchers which are related with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. Therefore, it can be used to support the present study by considering the result and as consideration whether the present study may be as successful as the relevant studies as the empirical review. There are some studies that have been done about the effectiveness of think pair share with picture

description techniques.

The first related research was conducted by Brahmantari (2018) in her research entitled “Improving Reading Comprehension of the seventh Grade Students of SMPN 3 Tegalalang in Academy Year 2017/2018 through Think Pair Share”. The result for this study could be seen from the progressing meaning score of the pre-test and post-test. After conducting two cycle of teaching, it was found that Think Pair Share can improve reading comprehension. Furthermore, Brahmantari’s classroom action research proved that think pair share technique could improve the reading comprehension and there was a positive response concerning the technique applied in improving the subjects’ reading comprehension.

In cycle I, the result was increased and in cycle II the result has greatly improved. It showed that the subjects’ ability could be improved through think pair share with picture description in teaching learning process. The research gave 30 minutes to answer 20 questions. Therefore, the students understood the instruction clearly to answer the short answer text. Then, the weaknesses of this research are the steps strategy in the lesson plan was not clear and the material was difficult, it made the students not interested. In this research, the researcher should make the lesson plan clear and chosen interesting material.

Another related research was conducted by Septya (2020) on her research entitled “Improving Students’ Reading Comprehension by Using Think-Pair-Share (TPS) Technique at the First Semester of the Eight Grade of SMPN 1 Metro Kibang in Academic Year of 2019/2020”. Moreover, it was found in her research, based on the test were given to the students, significantly the subjects

showed the improvement of achievement in comprehending the paragraph in each post-test. In the research findings, in the conclusion of her research was the students' reading comprehension could be improved through think pair share technique in teaching learning process. In addition, after the research implementing cycle I, and II by using think pair share technique 80% of students achieved score >75 , in reading test that means teaching by using think pair share (TPS) technique improved students reading comprehension.

The weakness in this research is the research only used multiple choices as the research instrument to assess the students' reading comprehension. Consequently, the students might not answer the questions by using their own ability and it was easy for the students to guess the answer. Thus, in this present study, the researcher used short answer task, the students could not guess the answer because they have to comprehend the reading texts before answering the questions. Moreover, by administering the research instrument, the research would know the students' comprehension more objectively.