

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Reading is a critical skill, and it is recognized as fundamental in future learning. Reading is the practice of using text to create meaning. Reading is a process of acquiring information delivered by the writer in the form of written text. This concerns the reader's ability to comprehend the meaning of information contained in the written text. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. It is undoubtedly an important activity for expanding knowledge of a language. Reading also can help students to spend time more effectively. They can gain more positive things by doing a reading activity instead of wasting time.

According to Brown (2004:185), reading is likewise a skill that the teacher simply expects learners to acquire in learning a foreign language. He states the most natural activity in the world is reading. If the readers have purposes with their reading activity, they know what to do then from the reading activity; there must be something to be achieved as the consequence of the reading activity which can lead them to comprehend a text during the reading activity. The activity of reading can be created or interpreted by reading the meaning of the text. When the students read something, they are interested in, they would try to understand it word by word and understand the meaning of the word.

Reading comprehension is a complex activity to understand the meaning of words. Klingner et al. (2007:8) state that reading comprehension involves much more than readers' response to a text. Reading comprehension is a multi- component, highly complex process involving many interactions between readers and what they bring to the text and variables related to the text itself; the essential thing in doing the reading activity is to achieve a goal of reading, especially in comprehending the text. It is also supported by Nation (2009:49), who states that reading is a source of learning and enjoyment. As a source of knowledge, it can help learners learn new vocabulary and grammar and encourage learners to learn more.

Based on the observation conducted on the eighth-grade students of SMP Negeri 3 Sukawati showed that the students still had low achievement in reading, especially in identifying general information, specific information, textual meaning, and textual reference. There was a significant difference ability of students' reading comprehension. The students had no interest in reading, so they rarely did the reading activity. Besides, the teacher only explained the material and guided the students on how to read it. He did not dig more profound students' comprehension of what they had read. Therefore, the students could not comprehend the text well and did not know what to do during teaching and learning.

The informal interview with the English teacher and the students of class VIII E of SMP Negeri 3 Sukawati showed that the teacher did not use specific techniques in teaching reading comprehension. The teacher often asked students to read aloud the text in front of the classroom. The teacher only focused on the student's performance without paying attention to the student's comprehension. Firstly, the teacher gave

examples to students on how to read the passage. Then, the teacher asked the students to reread it and answer the question without giving more explanation. It was a simple reading without much exploration in comprehending the text provided; thus, it made understanding a whole text still hard for students.

The researcher found the technique made students feel bored. Besides, the students got less exploration by themselves about the text because the comprehension process only happened when they were given questions. Thus, it made students only find the information from the questions served without concern about the other supporting details in the text outside the questions. In addition, the technique made students individualistic. The high achievers were more thoughtful, and the lower students were unwilling to read. Therefore, most students become passive and cannot fully participate because they cannot follow the teaching and learning process well.

Think Pair Share is a technique which could be helpful as an alternative strategy which is expected to improve reading comprehension of the eighth-grade students of SMP Negeri 3 Sukawati. Think Pair Share is a technique that can help students to identify general information, specific information, textual meaning and textual reference of the reading text. In Think Pair Share, the students were asked to think individually and discuss questions given by the researcher. After that, the students were asked to share their thoughts. As a result, they could give their opinion, which could be considered a reasonable and appropriate strategy for teaching the learning process in the classroom action research.

Think Pair Share is a good strategy in the teaching-learning to encourage students to be active and strategic readers. Using this strategy helps students to ask

practical questions as the readers respond to the answer to the passage correctly. This strategy not only improves reading comprehension but also stimulates creative thinking. It is an alternative that can assist the students in comprehending what they read and inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skill that makes the learning process more interesting in the teaching-learning process. This technique will create an exciting teaching-learning process in the classroom.

In conclusion, reading comprehension is essential to make a reading activity meaningful to achieve the goal of the reading activity itself. Therefore, teaching reading comprehension is expected to build students' interest while having a reading lesson and helping students efficiently understand reading material. Reading the fact of the preliminary observation, it is crucial to construct the proper test to assess students reading comprehension. In teaching reading comprehension, it is expected that it can build students' interest while having a reading lesson and help them efficiently understand reading material. Consequently, the researcher is motivated to do scientific research entitled "Improving Reading Comprehension of the Eighth-grade Students of SMP Negeri 3 Sukawati in Academic Year 2022/2023 Through Think Pair Share".

## **1.2. Research Problem**

In doing research, the most important thing is to answer important toward the problems that have been found. A question that will be answered by doing this present study is the core that will lead the researcher to solve the problem. It is called a research problem. In the research problem, the problem that has been found will be fixed by formulating steps of plans to solve it. In solving the problem, there must be a guide to

lead them as the basis of doing the plans. Based on the explanation in the background of the study, the students will have many problems in comprehending a reading text; hence, it is decided to implement Think Pair Share comprehension in reading. The research problem can be concisely formulated as follows: can the reading comprehension of the eighth-grade students of SMP Negeri 3 Sukawati in the academic year 2022/2023 be improved through Think Pair Share?

### **1.3 Objective of the Study**

In order to make the present study has direction, there must be an objective that the researcher wants to achieve through the research conducted. Research is successful if it achieves its objective. The objective of the study is conducted to answer the research problem which has been declared. On the other hand, many methods to teach reading comprehension are currently being applied to improve students' achievement, especially in reading comprehension. Based on the question in the research problem, the objective of this present study is to find out whether the reading comprehension of the eighth-grade students of SMP Negeri 3 Sukawati in the academic year 2022/2023 can be improved through Think Pair Share.

### **1.4 Limitation of the Study**

The term "reading" actually has a broad wide scope of coverage, so the limitation of the study was necessary. There are many issues or content that can be adopted as the subject matters to be observed by researchers who want to participate in research in this field. This study focuses on improving the students' reading comprehension using the Think Pair Share strategy. To improve reading comprehension, students must practice every day because practice makes reading

comprehension better. To avoid a wide discussion about this topic, the research of the study is limited to Improving Reading Comprehension of the Eighth-Grade Students of SMP Negeri 3 Sukawati in Academic Year 2022/2023 Through Think Pair Share.

In the present study, the third main competency was understanding knowledge based on their curiosity about science, technology, art, and culture, related to real phenomena and incidents, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve the problem. Meanwhile, the basic competency (3.7) was focused on applying the social function, text structure and linguistic elements in a simple descriptive text about people, places, and things in the context of their use. In addition, reading comprehension in the present study was particularly focused on identifying general information, specific information, textual reference, and textual meaning in descriptive texts.

### **1.5 Significance of the Study**

This research is concerned with Improving the Reading Comprehension of the Eighth-grade students of SMP Negeri 3 Sukawati in Academic Year 2022/2023 Through Think Pair Share. The significance of this study could know how the technique could overcome the problem faced by students and English teachers in improving reading comprehension. This research is carried out to solve a problem found, where the researcher hopes that the findings can be used properly for both teachers and students. Therefore, the findings of the research are expected to indicate the result of the study is expected to be beneficial for teachers and students, even other researchers; moreover, it can provide both theoretical as well as practical significance, which is described as follows:



Theoretically, the findings of the present study will be beneficial as theoretical evidence about the implementation of theory based on the problem faced. Therefore, the researcher hopes that the findings of this present study can support the teaching and learning process after it is done. Then the result of this study is expected to enrich theories and can give references as an empirical review for future studies related to descriptive text in teaching reading, especially reading comprehension. Besides, it can contribute the new research findings about the implementation of descriptive text in improving reading comprehension. On the other hand, the researcher also hopes that this present study can be used as an empirical review for the next research that may take similar research to this present study.

Practically, the outcome of this research is expected to be useful for teachers and students, and even other researchers. Teachers the researcher hopes that the study can be a reflection of teachers toward their teaching. It is expected that teachers can implement this technique in teaching reading in order to get a new atmosphere in the class during the lesson. For students itself, the researcher hopes that descriptive text can gain their interest in reading, so they have various activities in studying by using a different technique, and they have a new experience and great improvement of reading comprehension because they do not only read but also try to understand what they read. Furthermore, for the other researcher, this study is beneficial for the references for the next researchers who use this strategy. In addition, this study can be used by the researcher if wanted to learn and get information for increasing their knowledge about the descriptive text. On the other hand, the other researcher also can try to find the weakness of the present study for future research.

## 1.6 Definition of Key Term

Defining the key term concepts in research is of necessary to avoid misunderstanding or misconception. In the present study, the researcher needs to give operational definition of the terms used in the present study. It purposes to avoid misleading and confusion of this investigation to the readers, the definition of key terms is used to make them clear in comprehending this study. Moreover, there are two terms that need to be explained to avoid misunderstanding on the side of the readers. The first term is reading comprehension and the second term is Think Pair Share and they are explained as follow:

### 1.6.1 Reading Comprehension

Reading comprehension in this present study is defined as the ability of the Eighth-grade students of SMP Negeri 3 Sukawati in Academic Year 2022/2023 in understanding reading descriptive text especially identifying the main idea or the general information, finding specific information, textual meaning and textual reference

### 1.6.2 Think Pair Share

Think Pair Share (TPS) technique is defined as a teacher technique that is used to improve reading comprehension of the eighth-grade students of SMP Negeri 3 Sukawati in Academic Year 2022/2023. The whole patterns of Think Pair Share (TPS) technique are decided into three steps, which are thinking, pairing, and sharing. In thinking section, the teacher gives a text and question associated with the lesson and asks students to spend a minute thinking alone about the answers of the text. In pairing section, the teacher asks students to pair to discuss what they have been thinking about



their read. Lastly, in sharing section the teachers ask the pairs to share what they have been talking about with whole class.



## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Some theories that are related to the research are needed as the basic knowledge because it is important to implement a certain theory from experts in doing research. The researcher should examine some relevant theories from experts that are related to the study to strengthen the theoretical framework of this present study. The theoretical review is used in a scientific study which is based on some theoretical background and empirical evidence. On the other hand, it needs foundation that can guide this scientific study. In this present study, the researcher describes some important points from some related references which support this present study, they are as follow: (1) reading comprehension, (2) think pair share, (3) reading assessment.

##### 2.1.1 Reading Comprehension

Reading comprehension is not reading a text aloud without getting meaning; meanwhile, it is defined as the process of constructing meaning from the text. Reading comprehension is also a process of recognizing the text and remembering any information in the text. Reading is the most important activity in many language classes. Moreover, it also refers to the ability of the students to understand the content of the reading text. It means, in reading activity, the readers do not only read the text aloud, but the readers should comprehend the content and try to catch the message, information and also knowledge from the text that they have read.

Reading comprehension can be defined as an effective way to involve the internal process of thinking and understanding text. Reading comprehension is important that must be mastered by the students. By comprehending, their knowledge gradually increases and improves other language skills. Klingner et al. (2007:8) state that reading comprehension involves much more than the reader' response to the text. The students may reach all of these aims if they understand and comprehend the reading text. Reading involves students interacting with visual input of language, which they need to process and understand. The word "interacting" is used because reading is most definitely an active process; the efficient reader interacts with a text, predicts what will come next, and bring his or her knowledge of the subject and language to the text. It is essential to train the students to read and encourage their use.

Reading comprehension is one of the difficult activities to do because it asks the readers to think while reading. Pang et al. (2003:6) state reading is about understanding written texts. It is a complex activity that involves both perceptions and thought. Reading consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected texts. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand.

Lorraine and Anne (2004:253) define reading comprehension as an important academic. Reading comprehension is an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge. It is

possible to comprehend materials on a number of different levels. Specific comprehension skills cannot be completely isolated because they are so intertwined that one skill depends so on some degree on another skill. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text which is read to create a representation of the text in the reader's mind.

The readers are able to get much important information and improve their knowledge by reading. Nunan (2003:68) states that reading is defined as the ability to read at an appropriate rate with adequate comprehension, the process of readers combining information from a text and their background knowledge to build meaning. The text, the reader, fluency, and strategies combined together define the act of reading. It means that when the readers read a text, they should connect the text they read to their background knowledge to make them easier to comprehend the text. In order to comprehend the text, grammar and vocabulary are two language components that need to be mastered.

Sadoski (2004:6) states that comprehension is the reconstruction of the author's message. The author constructs a message and encodes it in printed language. The readers decode the printed language and reconstruct the messages that are developed into the steps in the chapters that follow. It has been wisely said that those who do not know history are doomed to repeat it, and this surely seems true in the teaching of reading. Moreover, the debate over the teaching of reading that has marked recent history is relatively new. Understanding reading texts will make students understand what is written in the text. Understanding the reading text can be done by reading the text so that it can improve their reading.

Linse and Nunan (2005:71) state that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher order of thinking skills and is more complex than specific words. Teaching students how to get meaning as well as analyze what they have read is an essential part of the reading process. There are two main reasons why people read. The first is for pleasure, and the second is for informative content of the text. The readers decode the printed language and reconstruct the messages that are developed into the steps that follow. The first is reading for pleasure is to think about how much fun it is to read or listen to a good story. The second is reading for information to get and understand information that is stated in the reading texts clearly.

According to Smith (2004:2), reading is the most natural activity in the world. The word reading is properly employed for all manner of activities when the readers endeavor to make sense of circumstances; its original meaning is interpretation. In addition, the interpretation refers to the special use of the term. It means that the readers can achieve many thoughts about the written text that they read. The readers need the understanding to create meaning with written text. Therefore, comprehension is the action of readers to interact and participate with the written text in building and putting sense.

Brown (2004:189) states that reading comprehension can be classified into four types: they are perceptive reading, selective reading, interactive reading and existing. These varieties of performance are derived more from the multiplicity of the text types than from the variety of over-performance types. Perceptive reading is the first type of reading performance that includes attending to the components of larger stretches of

discourse, such as letters, words, punctuation, and other graphemic symbols. Selective reading is reading performance in order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Interactive reading is a reading performance where the reader must interact with the text, including stretches of the language of several paragraphs to one page or more. In this performance, reading is a process of negotiating to mean: the readers bring to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres lend to interactive reading, such as anecdotes, short narratives, descriptive memos, announcements, recipes, and questionnaires. In extensive reading, it applies to the text if needed. Therefore, it is expected that after the reading activity, students can catch.

### 2.1.2 Think Pair Share

Think pair share is a cooperative learning where students work together with their partner to solve the problem and answer the question about the material. It helps students to focus their attention and engage in comprehending the reading material. Here are some theories about Think Pair Share that is related to this study. Kagan and Kagan (2009;148) states that Lyman created the very powerful frame sequencing three structure called Think Pair Share. Think Pair Share is a cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answer in pair and share the result of discussion with the class.

Implementing Think Pair Share strategy needs some steps. It is nearly the same as the statement above. The first step teacher poses a question usually a low-consensus question. Second, student think of respond to the low consensus question. Next, the



students discuss their response with their partner. The last, students share their partner's response with the class (Richard and Rogers, 2001:198). It will be better if it is heterogeneous in terms of academic ability also socialize with other students can make the students improve their ability. By using think pair share strategy, it could allow the students' level of misunderstanding before moving deeper into the subject. It also gives students an opportunity to apply what they are learning in the class.

Moreover, there is also step from the other expert. According to Lyman in Arends (2012:370) states that Think Pair Share strategy has grown out of the cooperative learning and wait time research. The particular approach is an effective way to change the discourse pattern in a classroom. It motivates the assumption that all discussions need to be held in whole-group settings. It has procedures for giving students more time to think and to respond to help each other. Think Pair Share is one of group activities in cooperative learning where the students would work in pair to discuss their thoughts and then they continue by sharing their answers or ideas in front of the class freely and confidently.

Think Pair Share is a low-risk strategy to getting the students involve actively in the class. According to Ledlow (2001:1) states Think Pair Share requires students to think individually about a topic or answer some questions first then the teacher asks them to pair up with a partner to compare or discuss their responses. Discussing the answer with their partner serve to maximize participation, focus attention and engage students in comprehending reading material. Finally, the teacher calls randomly on a few students to share their idea. This technique helps students to improve and enhance their knowledge by sharing the information, ideas and skills. Think Pair Share is a

cooperative discussion strategy developed by Frank Lyman in his colleagues in Maryland. They get it name from the three stages of student's action, with emphasis on what students are to be doing at each of those stages. (1) Think, the teacher asked the students' thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. (2) Pair, using designated partners nearby neighbours or a desk mate, student's pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class.

Crawford et al. (2005:42) state that Think Pair Share is a technique to ask students by asking questions and they will look for answers by reading and then sharing their answers with a partner. After they look for answers to the questions given, students will discuss with their partners, who have been determined to match the answers made. Then the teacher calls two people to share their answers with the whole class. If there are other partners having answers can also be shared with classmates. In addition, the teacher and students will find the right answer together by discussing using think pair share. Think Pair Share provides a new learning atmosphere to students become motivated and more enthusiastic.

Mandal (2009:98-99) states that Think Pair Share is a simple and quick technique; the instructor develops and poses questions, give the students a few minutes to think about the response, and then asks students to share their ideas with a partner. This active learning technique provides students an opportunity to work collaboratively

with their peers in order to co-construct their learning. Kagan and Kagan (2009:148) also state that Frank Lyman created a very powerful frame sequencing three structures called think pair share where think pair share has three activities in it. Think Pair Share is cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answer in pair and share the results of their discussion in front of the class to the other students so the other students know what has been discussed.

In addition, there are three steps in the Think Pair Share technique. The teacher have to know clearly about the steps when they want to use Think Pair Share in teaching learning process in order to do type of the cooperative learning. This technique is an effective way to change the discourse pattern in classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other. According to Arends (2012:370) think pair share has three steps: thinking, pairing, and sharing in which each step has its own activity. The three steps in implementing think pair share could be elaborated in detail as follows:

1. Thinking: the teacher poses a question associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.
2. Pairing: next, 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 is identified. Teachers allow no more than four or five minutes for pairing.

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.

Three steps in using Think Pair Share in teaching descriptive paragraph would encourage students' creativity and confidence in writing a good narrative text. According to Carter and Nunan (2001:30) such activity encourages learners to write their way into more precise, interpretive readings while at the same time fostering greater attention to forms of writing, to reflection on what is involved in the creation of a paragraph and to adopt writing style to the audience and context of writing. This technique helps students to improve and enhance their knowledge by sharing the information, ideas and skills. It educates the students to be more and participate during the learning process rather than to be a passive learning in teaching reading of the classroom action research.

In addition, the pair step of the strategy ensures that no students are left out of the discussion. Fisher and Frey (2007:30) state Think Pair Share is a cooperative discussion strategy that provides students to discuss their responses in pair before sharing with the whole class. The teacher involves students to Think Pair Share about questions and work by themselves. They discuss in pair to solve problem or compare their ideas to identify the best answer and the teacher asks the students to share their answer or idea to the whole of in front of the class. By using Think Pair Share, it could improve the students' level of understanding before moving deeper into the subject. It

also gives students an opportunity to apply what they are learning, thus making the content more meaningful.

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is one of the foundation stones for the development of the cooperative classroom. In addition, by using Thing Pair Share strategy the students can improve the qualities of their responses. Moreover, they are actively engaged in thinking when they compare their idea with the other. They also can draw conclusions from these ideas so they can find the right and appropriate answers with the reading text given by the teacher. Think Pair Share is a cooperative discussion strategy that provides structure in the classroom while allowing students "think time" to internalize content. Students follow a prescribed process that keeps them on task and holds them accountable for their results. Think pair share is a cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answer in pairs and share the result of their discussion in front of the class to the other students so the other students know what has been discussed.

### 2.1.3 Reading Assessment

Assessment is used to decide the satisfactory of student's work, to understand the ability of the students, and also to measure their potential in look at. To investigate the students' comprehension. Test are special subset of the variety of opportunities with in evaluation of the textual content. Brown (2000.384) State that a test in plain words is a method of measuring a person's ability or knowledge in given domain. A test has

the purpose of measuring a person's ability Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms Assessment is very important to know the ability of student and also to measure their potential study.

According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. In conducting an assessment, there is a purpose, the basic purpose of any assessment is to gather the information in order to decide if students comprehend and learn about the material which has learnt by the students. The assessment can be known through a test. By administering a test, teacher can measure students' reading comprehension achievement in order to measure how well students are able to comprehend the text. Assessment is the ongoing process of establishing clear measurable expected outcome student learning. In case, using the resulting information to understand and improve what students learn.

Reading assessment is used to determine what skills are being learned and what skills need to be strengthened. Pang (2004:4) state that there are two forms of reading assessment. The first is to find out how well students are reading in order to help them improve (diagnosis). The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on the comprehension.

Furthermore, Westwood (2008:78-79) states that the assessment refers to process of collecting information from students while evaluation means looking at that information and making some decisions in relation to instructions. He also describes



the main function of assessment such as enabling for the teacher evaluate the effectiveness of the teaching program and to make any necessary modifications to method of delivery, learning activities or resources; identifying students who are have difficulties mastering the course content, and thus need additional help; providing information if a student is to be transferred to another school or referred for special education.

In addition, McNamara (2007:108:109) states that assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies. For example, assessing students' reading comprehension ability and skills before and intervention allows potential weaknesses of an individual reader to be diagnosed. She also states that reading comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntax processing, inference generation, reading strategies and post reading activities. There are two assessing methods that can be used in assessing reading comprehension: multiple-choice tests of comprehension and short-answer question designed to measure examine understanding of the explicit content or the implied situation of a text (Arends 2012:370).

Tests have become a way of life in educational world. A test in simple terms is a method of measuring a person ability, knowledge, or performance in a given domain (Brown, 2004:3). Assessing reading also can be done by administering a series of test. Harrison and Salinger (2002) state that important question is whether, by moving to performance assessment or moving closer to the on-line process of comprehension or even further away from it. There are many kinds of test that can be used in assessing

reading comprehension, such as multiple choices, gap-filling, cloze task, picture cued task, and short answer task. One of them is short answer task, which was applied in this research.

Klingner et al. (2007:14) state that reading comprehension assessment has different purposes; one of these 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 comprehension strategies. The type of assessment that would be used should be determined the purpose of the assessment. The term assessment and evaluation are often used interchangeably by the teacher, but the assessment actually refers to the process of gathering information from the learners' test scores and work samples, while the evaluation means to see that information and make some decisions in relation to instruction.

According to Bailey and Heritage (2008:158), reading can be assessed through writing since reading and writing are both communicative activities. By reading, students will get knowledge, then they can share the knowledge that they have got from what they read by writing the information as what 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 by their own can reflect how far they understand the text. It shows how well students are able to extract information and analyze what they are reading, so students become more active.

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 individually or group-administrated test. All those aspects are important for teacher to do a test toward the subject. A test cannot be done without any goals and to achieve everything toward the subject and the material that will be involved in the test. The test should be valid and reliable Klingner et al. (2007: 17). By assessing the students' reading comprehension, the teacher can measure students' understanding in reading text which is given in the class.

In designing the reading assessment task, the researcher should consider the type of reading first that used in this present study because an assessment task is constructed by considering the purpose and type of the reading. The type of reading applied in this present study is an interactive reading. According to Brown (2004:201), an interactive reading can be assessed by using several types of tests; cloze tasks, impromptu reading plus comprehension question, short answer task, editing, scanning, ordering, information transfer, and interpretation. In this present study, reading comprehension of the eighth-grade students of SMP Negeri 3 Sukawati in academic year 2022/2023 was implementing by using think pair share with answer task which assess four aspects of reading (general information, specific information, textual meaning and referent meaning).

## **2.2 Empirical Review**

An empirical review is a review of the previous research that contains the information and theories which are relevant to the present study. The investigation of implementing think pair share to improve reading comprehension has been done over a long period, and each study had a different result. Similar studies have been conducted by previous research in the past. This study used one class in that school;

they were reading comprehension and short answer tasks. The empirical review also provides some information about previous research which is related to this present study. There are two relevant kinds of research which have been done by the previous researcher.

The first research that was used as the empirical review was conducted by Septiani (2017), entitled "The Effect of Think Pair Share Strategy on the Ability of The First Year Students in Comprehending Descriptive Text at SMAN 1 Tempuling". The objective of the study was to discover whether or not the reading comprehension of the tenth-grade students of SMAN 1 Tempuling could be improved through Think Pair Share. The result of the study showed that Think Pair Share with descriptive text could improve the students' reading comprehension. It was found that think pair share made students interested and encouraged their willingness of the students to eager to read the text of English. After the researcher used this way for the students, it was successful in increasing the scores of students.

Furthermore, the second similar research was conducted by Absar (2021) entitled "Improving Students' Reading Comprehension through Think Pair Share Strategy of The Eight Grade of PMDS Putra Palopo". The objective of the study was to discover whether or not reading comprehension of the Eight Grade of PMDS Putra Palopo can be improved through think pair share. The result showed that after giving the treatment using Think Pair Share, the student's ability in reading comprehension was exactly improved, and the problem that the students had could be solved. In this study, Think Pair Share was successful in improving students' reading comprehension.

He gave a clear and detailed explanation about the treatment of Think Pair Share that he used in his study, such as step by step used to apply to Think Pair Share.

Referring to the research result of those researchers that are mentioned above, both of the researchers applied the technique well and made students more active. In addition, each step is clear and makes the reader easily understand each step of the technique. However, both research uses multiple-choice tests in their instrument. Therefore, the students can't answer to their own ability, and the possibility of the students cheating is high. In this present study, the researcher uses tests in the form of short answer tasks to assess the student's reading comprehension. By using short answer tasks, the researcher makes the students improve their idea, and it will minimize their chance of cheating with others. Moreover, with the test, the researcher will know the students' ability to comprehend the text.

