

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the four skills in English language learning that must be mastered by students. Reading is one of the basic skills in language learning, and it needs to be acquired during that process. Through reading, students can improve and enrich their horizons. Reading can also improve students' learning concentration, allowing them to absorb information more effectively. Thus, in reading, one of the most important components is the reader's understanding of the text being read. The reader must be able to identify the words or sentences contained in the reading text so that the message conveyed by the author can be understood. Therefore, reading comprehension is very important to master in order to obtain the ultimate goal of reading, which in general is to answer questions based on the discourse given. Thus, through reading comprehension, students can easily explain what they have learned using their own words.

Reading means understanding the content or information contained in the text. According to Serravallo (2010:43), reading is thinking, understanding, and capturing the meaning behind the text. Reading in language learning is a thought process that helps in establishing and maintaining the meaning of a word. A person can explain to others the information that has been read using his own words without changing the original meaning. In addition, reading also especially in English language learning, has many benefits for students. Students get new knowledge and vocabulary that can improve their memory so that it can be a

reference in explaining things. In learning English, students will gain a lot of knowledge and master all the components of it through reading. Therefore, reading is the most important thing in language learning and the main purpose of reading is understanding.

Reading comprehension is a series of activities carried out by the reader to understand what is read and obtain information or messages from the reading. According to Mikulecky and Jeffries (2007:74), reading comprehension is an attempt to understand what the reader reads and connect the ideas in the text. In this case, reading comprehension involves a series of processes for finding meaning and understanding the information contained in the reading text. Further, Johnson (2008:3) states that reading is the practice of using text to create meaning. Thus, if there is no meaning created, no reading takes place. As a result, if the students want to improve their skills, they have to do more practice. Reading comprehension is essential for students so that they can capture the meaning behind the text they read.

Reading comprehension is the process of understanding the content of the text. Wolley (2011:15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. It means that reading comprehension in the text is mainly needed to get some important points about the main idea, implicit and explicit information, new vocabulary, and the meaning of words, phrases, sentences, and text. Thus, the messages in the text can be delivered correctly and it can avoid misunderstanding information. Therefore, reading comprehension is very important to give to students, especially in language learning.

Based on the results of observations and interviews with tenth grade English teachers at SMK Saraswati 1 Denpasar, it appears that tenth grade students have problems with reading comprehension, namely the difficulty understanding the reading in the text they read or in other words, the students' low ability to understand the readings that they read. In addition, they also have not mastered the four aspects contained in reading, such as general information, specific information, textual reference, and textual meaning. Therefore, students can not answer the questions after reading text. Thus, this problem becomes a very difficult task for teachers, especially English teachers. Teachers will think hard about appropriate or effective ways to teach in order to revive students' enthusiasm when studying in class and also to solve all problems that occur to students, especially in reading comprehension.

One strategy that can help students solve these problems is the Think Pair Share (TPS). Think Pair Share is a form of cooperative learning that was developed or designed to influence student interaction. Think Pair Share learning strategy is learning in which students are trained to work together to solve a problem or answer questions given by the teacher. In addition, this strategy can train students to actively participate in taking full responsibility for group tasks assigned by the teacher. Here, students will be given the opportunity to think individually about the material given by the teacher, then pair up with their classmates to discuss the statements or material given by the teacher, and the next step is to share or present the results of group discussions in front of the class regarding the material or questions that have been discussed.

According to Arends (2012: 370), Think Pair Share (TPS) is a type of cooperative learning model that prioritizes the active participation of students when in the classroom. Here, students will have more time to think individually and then prepare their own opinions on the matters discussed together before heading to the final conclusion. In addition, according to Sunita (2014: 62), "Think Pair Share" is a learning model where students think independently about the problems or materials given by the teacher, then pair up to discuss, and then share or present the results of the discussion to classmates. It can be concluded that, in the Think Pair Share strategy, students are given the opportunity to think independently, discuss with colleagues, help each other among fellow group friends, and share the information with their classmates or other groups.

Think Pair Share (TPS) is one of the simple strategy that can be applied in the classroom to improve students' reading comprehension. According to Ledlow (2001:1), Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size. TPS strategy provides students with an opportunity to work collaboratively with their peers in order to construct their learning. It is best to use it after introducing students' levels of understanding and giving them an opportunity to apply what they are learning. This is a simple and quick strategy: the instructor develops and poses a question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them the opportunity to collect and organize their thoughts. Therefore, this strategy can make students more active in learning, train them to be responsible for the assigned tasks, and get them used to expressing their opinions to others, both individually and in groups.

From the description above that, TPS strategy is very effective and should be applied in learning. Students' reading comprehension skills are specifically improved. This strategy is a way to connect teachers and encourage students to always participate in the classroom. This is supported by the results of previous studies that have implemented this strategy to improve students' reading comprehension. Thus, the researcher considered that improving reading comprehension by using Think Pair Share can help students to improve their reading comprehension. Based on the statement that has been presented, the title in this study is Improving Reading Comprehension of the Tenth Grade Student of SMK Saraswati 1 Denpasar in Academic Year 2022/2023 through Think Pair Share.

1.2 Research Problem

Based on the problems mentioned in the research background, students had still face problems and difficulties to understand the reading text. Therefore, the research problem can be formulated as follows: can the reading comprehension of tenth grade students at SMK Saraswati 1 Denpasar in the academic year 2022/2023 be improved through the Think Pair Share (TPS) strategy?

1.3 Objective of the Study

Having a goal in a study is the most important thing that the researcher must accomplish so that the research is heading in the right direction because it serves as a guideline in discussing every decision needed and also serves as the starting point for conducting research. In addition, the purpose of the study should correspond to the background and problems of the study. Based on the statement above, this

research aims to prove whether the TPS strategy can improve reading comprehension in tenth grade students of SMK Saraswati 1 Denpasar in academic year 2022/2023.

1.4 Limitation of the Study

Researchers limited this study on improving the reading comprehension of tenth grade students at SMK Saraswati 1 Denpasar in the 2022/2023 academic year. Based on the basic competencies that exist in the syllabus, this research is only focused on the material Descriptive texts about place. Here researcher persuade students to understand descriptive text about place using the TPS strategy. From the identification above, this research focuses on improving reading Comprehension through Think Pair Share, of the Tenth Grade Students of SMK Saraswati 1 Denpasar in the academic year 2022/2023.

1.5 Significance of the Study

This class action research is related to improve students' reading comprehension by using the TPS strategy. Therefore, the findings of this study are expected to show the following results and practical significance:

Theoretically, the results of this study are expected to be used as evidence that TPS is an effective strategy to help improve students' reading comprehension, especially tenth grade students at SMK Saraswati 1 Denpasar. In addition, other researchers can also use the TPS strategy as a research guide in English language teaching. Furthermore, the findings of this study are expected to help English teachers use the TPS strategy to help improve students' reading comprehension particularly of tenth grade students at SMK Saraswati 1 Denpasar. For the students,

the latter. This strategy can help students improve their reading skills while also understanding the meaning or meaning written from the text they are reading, giving them the impression that reading comprehension is enjoyable and beneficial to use. So that, the students will not feel scared or awkward when they try to express their ideas in reading comprehension because this strategy will encourage students to be active in the classroom. In addition, this strategy can also train students to be responsible for the assigned tasks.

1.6 Definition of Key Terms

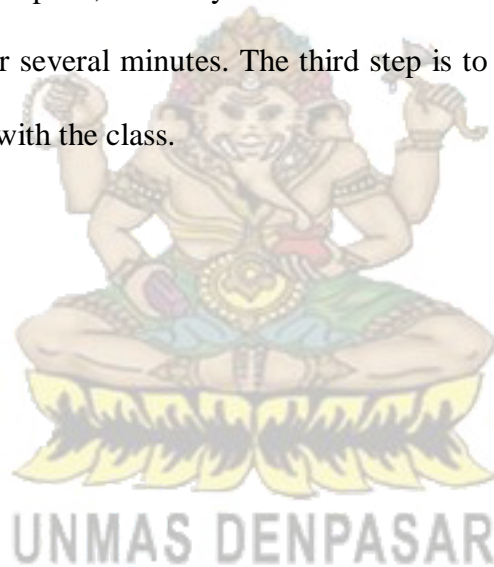
In conducting classroom action research, there are some terms that use in this study. The terms in research are sometimes too broad and explain a lot. Thus, it is important to make it specific that will be the variables of the study. The title of the present study was “Improving Reading Comprehension of the Tenth-grade Students of SMK Saraswati 1 Denpasar in the Academic Year 2022/2023 through Think Pair Share.” To avoid misunderstandings on the part of readers, several terms must be define by researcher. It is also useful to provide accurate and clear information about this research.

1 Reading Comprehension

Reading comprehension is the ability of students to process the text, understand and absorb information from the descriptive text, and understand or know the implied meaning of that text. Here, studentsevelop their reading fluency and expand their ability to understand what they are reading. Reading comprehension is defined as the ability of 10th graders at SMK Saraswati 1 Denpasar in the academic year 2022/2023 to find general information, specific information, textual meanings, and textual references.

2 Think Pair Share

Think Pair Share (TPS) is one of the cooperative learning strategies. This strategy is being used by researchers as a strategy in teaching to improve reading comprehension in tenth grade students at SMK Saraswati 1 Denpasar in the academic year 2022/2023. TPS consists of three steps. The first step is to think; the teacher gives the descriptive text about the place to the students and gives them several minutes to think about the questions individually. The second step is Pair; the teacher divides the students into pairs, and they discuss their ideas about how to answer the question for several minutes. The third step is to share; the students share their ideas with the class.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In order to support this research, therefore it is very important for researchers to review several theoretical points of view and review the evidence. This study was conducted on the basis of the following theoretical reviews: (1) Think Pair Share Strategy (2) Reading comprehension (3) Assessing Reading Comprehension.

2.1.1 Think Pair Share

Think Pair Share is one of the very simple but very useful cooperative learning models where students think about questions using three different steps and encourage individual participation. This is one of the best ways to encourage critical thinking and articulate student communication in the classroom. Students will have more time to think, respond, and help each other. This strategy is the simplest and fastest, where teachers develop questions and ask them to students, then give students time to think individually about a text, group students in pairs to discuss their thoughts, and ask students to share the ideas they develop in pairs in front of the class. It can also give students the opportunity to learn high-level thinking skills from other students, get the extra time or encouragement they may need, and gain confidence when reporting or sharing ideas they have been thinking about in front of class.

According to Arends (2012: 370), Think Pair Share is a cooperative type of learning model that prioritizes the active participation of students when in the classroom. This approach, originally developed by Lyman (1985) and his colleagues at the University of Maryland, is an effective way to change the pattern of discourse in the classroom. For example, a teacher explains the material that will be discussed at that time, and then gives the student an assignment. However, they are still confused by the task or explanation of the teacher, and on the other hand, the teacher wants them to understand the material he has described. Therefore, teachers also implemented a strategy namely, think pair share. There are some of the Steps of Think Pair Share that must be applied by a teacher, (Arends 2012: 370):

1. **Thinking:** The teacher poses a question associated with the lesson and asks students to spend a minute alone thinking about the answer or issue. Students need to be taught that talking is not part of thinking time.
2. **Pairing:** Next, the teacher asks the students to pair off and discuss what they have been thinking about. Interaction during this period can include sharing answers to questions or ideas if a specific issue has been identified. Teachers allow no more than four or five minutes of 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.

Think-Pair-Share is a simple and quick strategy in which the teacher develops a topic and asks the student a few questions, then gives the student a few minutes to think, and then asks the student to share their ideas with other students.

This means that the TPS strategy can help students learn and train themselves to think in order to find answers or solve problems. This simple strategy is able to ease the burden on students' minds because it is very simple and uncomplicated, which can make them uncomfortable when participating in learning activities and not even enjoy their learning in class well (Mandal 2009: 98).

Moreover, Azlina (2010: 23) says that Think Pair Share is a multi-mode discussion. This learning technique allows for and creates time to expand the depth and breadth of one's thinking. A common "Think Pair Share" concept is to teach students to think independently when searching for an answer or solving a problem, then pair up to discuss what they think individually before sharing or presenting it in front of the class. Thus, researchers can conclude that Think Pair Share is a technique that can improve students' ability to teach. Through the Think Pair Share strategy students can learn to solve their own problems, then discuss with their partners, and share their ideas with other students.

Think Pair Share is a series of teaching and learning activities. According to Jolliffe (2007:43), think pair share is one of three types of cooperative learning group as one of the activities which is formed to support informal cooperative learning groups. The purpose of think pair share is to ensure maximum discussion among students within a group. It is mentioned by Macpherson (2007:68), who states that think pair share is one of the group activities in cooperative learning where the students would work in pairs to discuss their thoughts, and then they continue by sharing their answers or ideas in front of the class freely and confidently.

In addition, the "pair" step of the strategy ensures that no student is left out of the discussion. Fisher and Frey (2007: 30) state that think pair share is a cooperative discussion strategy that provides students to discuss their responses in pairs before sharing with the whole class. The teacher encourages students to think in pairs, share ideas about questions, and work independently. They discuss in pairs to solve problems or compare their ideas to identify the best answer, and the teacher asks the students to share their answer or idea in front of the class. TPS could improve the students' level of understanding before moving deeper into the subject. Moreover, it also gives students an opportunity to apply what they are learning to make the content more meaningful.

Based on the explanation above in this study, researcher used the Think Pair Share strategy adapted from Arends' theory. Arends (2012) says that this strategy is an effective way to change the pattern of discourse in the classroom. In this theory, Arends (2012) outlined some steps for implementing the "Think Pair Share" strategy. The first step is thinking, where students will be given the opportunity to think individually. Then the second step is pairing; students will be asked to pair up so that they can discuss the ideas they have thought of. The last step is sharing; here, students will share ideas that they have already discussed.

2.1.2 Reading Comprehension

Reading comprehension is one of the purposes of reading, because by understanding the content of the text we read, the message or information contained in the text can be automatically conveyed. This is very important for students to apply in the school environment. Reading can increase knowledge and broaden students' horizons. In addition, by understanding readings, students are able to

understand, analyze, and respond to documents and written communication at work. Students are able to provide information to others by using their own language without changing the actual meaning. Furthermore, by understanding reading, students can improve their writing skills so that they look clear and effective and can increase their reading focus for a long time. A person with good reading comprehension can appear professional.

Reading comprehension is the primary pillar of reading activities in which a reader develops an understanding of a text. The reader will combine the logical thinking possessed with the set of letters, words, and sentences present in the text. In addition, reading comprehension can also be interpreted as an activity that builds an understanding of the meaning of a text, which can then be translated through the reader's own understanding. According to Teixeira (2012:16), reading is a process in which the reader actively processes and constructs the meaning of the text. In reading, people must be able to decode (listen to) printed words and also understand what other people are reading. That is, reading is one of the activities that seeks to extract information and meaning from the printed words of a text.

Brasell and Rasinski (2008: 18) state that reading comprehension is the ability to know and understand the content of texts according to ideas and thoughts. Comprehension occurs when the reader can act, respond to, or change the information presented in the written text in a way that indicates understanding. This means that when the reader already understands the content of the text he reads, means that the readers is automatically able to respond to the meaning of the text, and is able to change the sentences in the text without changing the actual meaning. Furthermore, according to Chard and Santoro (2008:1), reading comprehension is

very complex. Cognitive processes interaction between the reader and the text in order to discover meaning.

Meanwhile, Klinger (2007:8) defines that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of the text type). Many students require reading comprehension because it can help them master other skills. This skill is the most important in improving the student's knowledge. To understand the ideas, new vocabulary, and specific information in a reading text, all components of mastering English require the ability to read with comprehension. In this case, it can be concluded that reading comprehension has a very important role in learning to master English.

Moreover, Patel and Jain (2008: 113) state that reading is the most useful and important skill. This skill is more important than speaking and writing. Good reading keeps students regular readers, which provides both pleasure and benefits. Reading is a constantly developing skill. Like other skills, the students get better at reading by practicing. Conversely, if students do not practice, they will not get better, and their skills may deteriorate because reading practice helps them become better readers. Reading integrates visual and nonvisual information. The visual information found on the page combined with the nonvisual information contained in the head creates meaning during reading. In that way, what is in the head is just as important as what is on the page in creating meaning (reading), (Johnson, 2008:4).

According to Serravallo (2010:43), comprehension is at the heart of what it means to really read. In order to understand text information, students develop mental models, or representations of the meaning of the text ideas, during the reading process. Klinger et al. (2007: 23) state that reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interestingness of the text, understanding of text types). The role of reading is very important to the students. Reading comprehension can assist them in mastering a variety of skills. The use of this ability also relates to the improvement of their knowledge.

Based on the definition above, it can be concluded that reading comprehension is the process of understanding the meaning of the text being read. Without reading comprehension, the student will not understand the text he is reading. In addition, the information from the written text and skills can be used to evaluate the student's vocabulary and then also try to interpret the meaning of the text. Reading can also be used to assess students' vocabulary, after which they can interpret the meaning. Therefore, in this study, reading comprehension is defined as the process of constructing the meaning of the text. In the reading class, students read the text and find general information, special information, textual meaning, and textual references.

2.1.3 Assessing Reading Comprehension

Reading assessment is a major part of the reading program specifically for students because the goal is to help students' reading skills become effective, or, in

other words, so that students can become readers who are fluent and able to understand what they read. In addition, reading assessments can also identify weaknesses or strengths regarding students' reading skills, making it easier for a teacher to know the extent of their reading ability. Reading assessments can help children judge what they understand from the text they have read as well as what they do not yet understand. It also maintains the same goal of transforming students into eloquent readers. An eloquent reader is one who understands the text he reads rather than how quickly he reads it.

According to McNamara (2007:108–109), 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 after intervention allows the potential weaknesses of an individual reader to be diagnosed. There are several methods for assessing reading comprehension: (a) multiple-choice tests of comprehension; (b) short - answer questions designed to measure and examine understanding of the explicit content or the implied situation of a text. These two things can be used as a tool to assess students' reading comprehension by giving them some questions based on the text they read. Then, the answer to the question will tell whether the student can understand the reading or not.

Caldwell (2008: 16) states that judgment can occur at any angle in a learning. This could be a carefully planned and thought-out step. Similarly, if this is applied in reading classes, this means that the assessment can also be applied in reading classes; for example, teachers retest the material that has been taught to students in order to know the extent of their ability to master the material.

Assessment of students' learning requires the use of techniques for measuring students' achievement. It is a systematic process that plays a significant role in effective teaching, and it begins with the identification of learning goals, monitors the progress students make toward those goals, and makes a judgment concerning the extent to which those goals have been attained (Miller et al., 2009:26).

Assessing understanding is very difficult because it is filled with challenges. The challenge is that it is very difficult to determine the number of students who really understand the material taught and do not know what they think (Klingner et al., 2007:14). In contrast, to Caldwell (2008:41), the most common testing format is to ask students to answer questions. However, questions take many forms and are not all as sensitive as the existence of understanding. Students can answer multiple choice questions correctly with a smart guess without ever really understanding what is being read. With right or wrong questions, students have a 50% chance of being right. There are questions students can ask, and the answer is only from their own knowledge without ever reading or understanding the text they are reading. Educators will always ask questions to evaluate understanding.

According to Borwn (2004: 206), tasks with short answers are another way of assessing popular reading comprehension. In addition, assessment is also very effective at avoiding copying or sharing answers between students compared to multiple choice tests. Which means by giving a short answer test to students, in the answer sheet they each write the results of the idea of the mind using their own sentences. Students automatically cannot share answers between them. The tests given to students include only determining the main idea, specific information, textual references, and textual meanings. The short answer test is another avenue of

semi-object multiple choice tests. In this case, it can be interpreted that the short answer test is the right type of test to be given to students to avoid them sharing answers with each other. Therefore, by using the short answer test type, as Brown said, students can express their ideas or opinions in their own words.

Based on the previous explanation that this study only focuses on improving students' comprehension reading skills through the TPS strategy, the assessment that will be applied in this study is a short answer task, as said by Borwn. Short answer questions are one type of test used to assess students' reading comprehension. This test is done with ten questions, and the students will answer each question correctly and grammatically. The construction of short answers in this study was limited to the search for general information, special information, textual references, and textual meanings. The purpose of this is to measure the extent of a student's ability to understand a reading text.

2.2 Empirical Review

The empirical review is to re-examine the advantages and disadvantages of previously conducted studies that may be similar to this study. Think Pair Share is one of the teaching strategies that will be used in this study by many researchers. There are two researchers who have successfully applied this strategy to their research, namely:

The first is Astinasih (2019), with the title of his research, namely "Improving Reading Comprehension of the Eighth Grade Students of SMPN 1 Atap Sangkan Gunung in the Academic Year 2018/2019 through Think Pair Share." The purpose of this study is to improve reading comprehension in eighth grade students of SMPN 1 Atap Sangkan Gunung in Academic Year 2018/2019 through the Think

Pair Share strategy. The results of this study found that the Think Pair Share strategy succeeded in improving reading comprehension in eighth grade students at SMPN 1 Atap Sangkan Gunung.

This can be seen from the results of the pre-test and post-test. In addition, the strength of this study is that researchers actually use topics that are relevant for students at SMPN 1 Atap Sangkan Gunung. The selected topic is also very familiar to students. Thus, it can make it easier for them to understand the content of the text. In this study, researchers used multiple choices as a research instrument to assess students' reading comprehension. Using multiple choices makes it easy for students to cheat among their peers. In addition, students will not be accustomed to answering using their own abilities, and they also do not understand the text well.

Furthermore, another research that has been carried out by Maulana (2021) with the title "Improving the Students Reading Comprehension through Think Pair and Share Method in academic year 2020/2021", also shows that students' reading comprehension increases positively after being taught using the TPS strategy. The strength of this study is that researchers use strategies well. The material used is also very relatable to students, so it helps them easily understand the content of the text of the reading. The lesson plan used is also very clear. In this study, the researcher only uses one test on his research instrument, namely a test with short answers. Here, the researcher only knows how much the student's knowledge has improved or progressed after learning to use the TPS strategy, but the researcher does not know how the subject feels during the learning process using the TPS strategy.

Based on previous studies, the Think Pair Share (TPS) strategy has been shown to improve reading comprehension in students. Therefore in this study, researchers expressly used the TPS strategy in improving reading comprehension in tenth grade students of SMK Saraswati 1 Denpasar for the 2022/2023 academic year. The researcher conducts an assessment in the form of a short-answer task consisting of 20 questions. In addition, the researcher will try to complement the shortcomings in the research presented above, such as using short answer tasks as a research instrument to assess students' reading comprehension. Short-answer tasks can train students to string words together so that they can answer questions using their own words. Furthermore, here also, researchers will use questionnaires as one of the research instruments. This aims to find out the subject's response to implementing the "think pair share" strategy during learnin

