

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic skills of language learning that students must master. Reading is a language skill that has an essential role in teaching and learning foreign languages (Teixeira, 2012). In daily life, it is an active process that is central to most school subjects, and it is vital in learning a language, mainly English. Since reading is an essential skill in language learning, all teachers who use printed materials as teaching aids are responsible for increasing the students' reading competency. In addition, it is imperative because, through reading, the students can get useful information, knowledge, experience, and cultural aspects, especially about the subject they are studying. They can capture the information in the texts.

Reading is one of the most essential skills in the English language. The readers are asked to read and understand the written text to get information from the text. According to Teixeira (2012), reading is not only for students' personal and cognitive development but also for enhancing their learning in a global society. Reading can also increase the readers' vocabulary, not only reading, but the readers can also explore things or information that the readers R never known. By reading, readers can understand the text well. Reading can train or improve their abilities in society, namely in terms of communication.

Therefore, the teacher's attention is needed in reading. Students will get more information because they understand the contents of this chapter. The description takes place in three steps; think, pair, and share. Thinking activities encourage students to think individually about the questions posed by the teacher. In pairs, students can discuss with their friends if they have difficulty answering questions

about general knowledge, special knowledge, the meaning of the text, and text references. By sharing assignments, students can share the results of their class discussions with their friends. In this way, students know the correct answer and how to find the correct answer in the Reading in the teaching and learning process in class.

Based on observations, the researcher found that students at SMPN 2 Ubud had some problems in reading comprehension. The researcher looked at the English learning process at SMPN 2 Ubud, which showed that there was a learning gap between expectations and reality. This can be seen from the results of interviews and direct observations in the field regarding the problems that occur. Most students were not enthusiastic about driving lessons, students had difficulty understanding the material presented by the teacher, and the students' midterm test results were still low, namely out of 35 students, only 6 students achieved the minimum completeness criteria (KKM), namely 75.00.

The results of interviews with several grade VIII students showed that when students attended English lessons they were overcome with fear, fatigue, and boredom. They consider English subjects scary and stressful. Meanwhile, one of the students stated that English lessons were fun when answering questions and questions given by the teacher. From the results of interviews with several students, it can be concluded that most students do not like English lessons because they are considered difficult. The low student achievement in learning English is caused by two things, namely the problems faced by students and the problems faced by the teacher, the teacher's own problems because the teacher pays little attention to the application of appropriate learning models or methods to students.

Think Pair Share (TPS) is one technique that can be found in cooperative learning. According to Arends (2012), thinking in pairs is a technique that can help students explore ideas and opinions about something. TPS is carried out in three steps, namely thinking, pairing, and sharing. In thinking activities, students are asked to think individually about the questions given by the teacher. In pair activities, students can discuss with their friends if they have difficulty answering questions about general information, specific information, the meaning of the text and text references. Starting with these activities, students can share the results of their discussions with their friends in front of the class. Thus, students will know the correct answer and how to find the correct answer from reading paragraphs in the teaching and learning process in class.

Based on the background of this research, researchers tried to do the TPS technique in learning to read. The researcher assessed that students' reading comprehension could be increased by using the TPS strategy. Therefore, by looking at the results of the observations above, the researcher is also very interested and motivated to research "Improving the Reading Comprehension of Class VIII Students of SMPN 2 Ubud in the 2023/2024 Academic Year Through TPS".

1.2 Research Problem

The most important part of any research is the formulation of the research problem. Researchers need to decide on specific and correct questions to answer in order to get the answer. Considering the problems mentioned in the research background above, students still face critical problems in reading comprehension. For example, they are not able to understand the text well. Therefore, they have difficulty finding general information, specific information, textual references, and textual meaning. Therefore, the research problem can be formulated as follows: Can the reading comprehension of the eighth-grade students at SMPN 2 Ubud in the 2023/2024 academic year be improved through TPS?

1.3 Objective of the Study

To answer the research question, of course, it is necessary to state a goal to be achieved. It is a guide in making all necessary decisions as well as a starting point for conducting research. Based on the research problems above, the main aim of this research is to find out whether or not the reading comprehension of eighth-grade students at SMPN 2 Ubud for the 2023/2024 academic year can be improved through TPS.

1.4 Limitation of the Study

It's a given that reading requires a large and flexible vocabulary, therefore study maintenance is necessary. Many things that can be used as teaching materials to help people who want to conduct research in this area. Given that students have a lot of material to study, researchers must carefully consider this research field. Due to this, researchers have reduced the focus of their study to increase students'

understanding of the material in SMPN 2 Ubud classrooms throughout the 2023/2024 school year TPS.

1.5 Significance of the study

One of the principle and practical considerations that we took into consideration in conducting this research was the relevance of the expected findings. This research focuses on the relevance of increasing reading comprehension through the use of TPS. The results of this research will be useful and can be applied both theoretically and practically. In theory, the results of this research will enrich theory and become a reference for further research regarding the use of TPS in improving the reading comprehension of grade eighth students. In addition, these findings will be used as evidence that think pair share is an effective technique for improving students' reading comprehension. class eighth of SMPN 2 Ubud in 2023/2024.

From a practical standpoint, the results of this research will likely be useful to teachers, students, and other researchers. From a teacher's perspective, it is hoped that this research can provide input; teachers will gain new techniques for teaching reading comprehension; teachers will be more innovative in teaching reading comprehension; Teachers will be able to carry out learning well because this technique is simple and brings a valuable learning process; teachers can solve students' problems in reading comprehension; students will gain new experiences and excellent reading comprehension when taking reading classes; and students' ability to understand reading will gradually increase because they do not just read but also try to understand what they read; this is what they really need in reading

class; Therefore, students' reading comprehension can be improved by using TPS. By using TPS, students are expected to understand the following: General information Specific information Textual meaning Text references Reading comprehension. For other researchers, it is hoped that the findings of this research will help future researchers to utilize the power of TPS in improving reading comprehension.

1.6 Definition of Key Term

Defining key research concepts is very important so as not to confuse the reader. To provide clarity to the reader and avoid misunderstandings. The researcher briefly and lucidly explains the importance of reading comprehension and describes an overview of the pair of ideas to get a better understanding of the research. Therefore, there are several definitions for the key terms, which are operationally defined as follows:

1. Reading Comprehension

Reading comprehension can be interpreted as the ability of eighth graders of SMPN 2 Ubud to understand each paragraph given to students and being able to grasp the meaning of descriptive paragraphs, especially in finding general information, specific information, textual meaning, and textual reference.

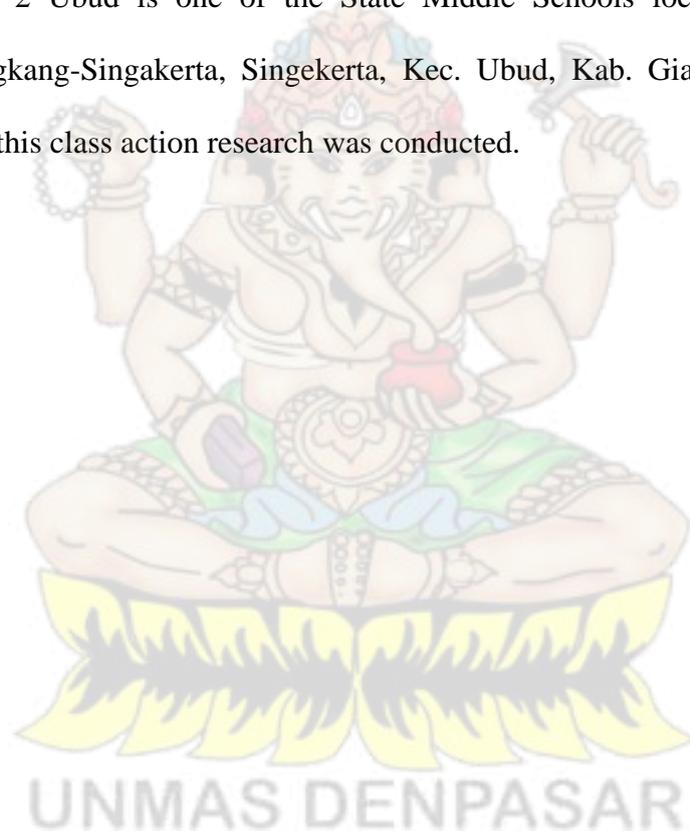
2. Think Pair Share

TPS is a teaching technique used by researchers in teaching and learning activities in class VIIIJ, namely to help students improve reading comprehension and set their own goals in learning English. It consists of three steps. The first step is to think; The teacher provides questions and problems related to the material and asks students to think freely about the questions

given, provide their own ideas and students think or speak or not. The second step is pairing, where students pair up with a partner and discuss their ideas in response to questions for several minutes. The third step is sharing; Students convey their ideas in front of the class. Students generally feel more comfortable when sharing ideas with the support of classmates.

3. SMPN 2 Ubud

SMPN 2 Ubud is one of the State Middle Schools located on Jl. Raya Tebongkang-Singakerta, Singekerta, Kec. Ubud, Kab. Gianyar is the place where this class action research was conducted.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Scientifically based theoretical reviews are expected to have practical significance, and research should be based on several relevant theoretical constructs and empirical evidence. The theoretical review aims to demonstrate the researcher's knowledge and expertise in the chosen research area while focusing on the research problem. Several important points that need to be clarified through theoretical studies are equally important. This research was conducted based on the following theoretical assumptions: (1) reading comprehension, (2) TPS, and (3) reading comprehension assessment.

2.1.1 Reading Comprehension

Many experts have explained the importance of reading from one's point of view. According to Brown (2004), reading is also a skill that only teachers expect from their students. Reading is the most important skill for success in any educational situation, and it is still a very important skill. Readers recognize that they play an influential role in the reading process. When students can identify meaningful words in paragraphs or passages, they can understand what they read. By understanding how to read paragraphs, students can improve their reading skills. Pollard (2011) points out that many see reading as a neglected part of language learning. However, it is very important for students to practice their reading skills. These are great resources for language learning:

Language can be acquired by reading, not by studying directly. This is similar to listening, which is a receptive skill. This requires students to interact with a visual language that they must process and understand. It interacts because Reading is the clearest and most active process. Effective readers interact with the passage and predict what will happen next. Reading comprehension involves more than the reader's reaction to the paragraph.

According to Smith (2004), reading is the most natural activity in the world. The word “reading” fits any activity in which the researcher is trying to make sense of the situation; its original meaning is interpretation. Moreover, interpretation refers to the specific use of the term. That is, readers can get many ideas from the written text that students read from the paragraph. Readers need understanding to give meaning to written text. Therefore, understanding means that readers interact and participate in the construction of written texts and in determining meaning so as to enable them to discuss and broaden their horizons and add to their knowledge.

2.1.2 Think Pair Share

Teachers can use various strategies to improve students' skills, especially reading. In addition, cooperative learning is one of the many strategies that teachers can use. Cooperative learning is a learning strategy that provides more opportunities for students to practice their skills in class. Cooperative learning is one of the most popular teaching models among researchers. This is a learning model that does not consist of a single theory or learning method. In cooperative learning, students must interact and receive information. Cooperative learning can provide opportunities for students to share learning activities in class activities and work collaboratively with their groups.

Fisher and Frey (2007) state that "pair sharing" is a cooperative discussion strategy that allows students to discuss student answers in pairs before sharing them with the whole class. The teacher makes students think about the questions and answer them themselves. Therefore, students discuss in pairs to solve problems or compare student ideas to find the best answer, and the teacher asks students to briefly share student answers or ideas with the whole class or in front of the class.

According to Arends (2012), thinking in pairs is a technique that can help students explore ideas and opinions about something. For example, the teacher has just finished a short presentation, students have read a task explained by the teacher or a confusing situation. The teacher now wants students to think more carefully about what he is explaining. He prefers to use the sharing thinking strategy in pairs rather than asking and answering the whole group.

There are three steps in thinking pair share as follows:

1. The teacher gives questions and problems related to the material and asks students to think freely about the questions given, gives their own ideas and students think or speak or not.
2. Where students pair up with their partners and discuss their ideas in response to questions for a few minutes.
3. Students convey their ideas in front of the class.

2.1.3 Assessing Reading Comprehension

One of the most important aspects of teaching is the ability to assess students' reading comprehension. By assessing students' reading comprehension, teachers can measure their comprehension when reading passages given in class.

Assessment in learning is very important to determine the level of achievement of students in teaching reading comprehension material. According to Klinger (2007), assessing understanding is fraught with challenges because it is difficult to determine how much students really know and what they are thinking.

Brown (2004) believes that evaluation is a continuous process that covers a wider area. Every time a student answers a question, makes a comment or tries a new word or structure, the teacher subconsciously evaluates the student's performance. Various texts can be used to assess reading comprehension. The paragraphs in the short answer box. In this lesson, use short answer questions to impress your students' abilities.

According to Bachman (2004), Assessment can provide information about various clitoral methods, Observation, and data collection, including multiple-choice tests, follow-up responses such as essays and surveys, oral interviews, introspection, and Observation. Rudner and Schafer (2000) state that an evaluation rubric is a descriptive evaluation plan developed by a teacher or other analyst that guides the analysis of a student's company product or process. Grading rubrics are typically used when a qualitative assessment is required and can be used to assess a variety of subjects and activities related to reading comprehension in the classroom.

According to Westwood (2008), the main purpose of the evaluation is to enable teachers to evaluate teaching effectiveness and make necessary changes to teaching methods, learning activities, or resources to identify students who have difficulties. Administer course content and therefore need additional assistance, provide information when students transfer to other schools or are placed in special

education, are accountable to parents by providing evidence of their child's learning, and to state education authorities to be held accountable Provide tangible evidence school performance. On the other hand, McNamara (2007) believes that reading comprehension assessment is an important part of the design and implementation of a reading strategy program. For example, assessing students' reading comprehension prior to intervention allows the diagnosis of possible weaknesses in an individual's reading skills.

Various tests can be used to assess reading comprehension. With the most effective tests in short answer tasks. Therefore, in this study, researchers used short answer assignments to assess students' abilities. Short answer assignments are an appropriate test for assessing students' abilities because we study how deeply students understand songs. Songs also give students the opportunity to convey more of their ideas.

2.2 Empirical review

An empirical review is a review of studies related to this study that have been performed by other researchers. The aim of the empirical review is to identify related studies that share similarities with the present study. Therefore, the results can be used to support the present study by considering it and reflecting on whether it will be as successful as related studies such as this empirical review. Several studies have been conducted on the effectiveness of TPS methods.

The first similar research was conducted by Septya (2020) on her research entitled "Improving Student' Reading Comprehension by Using Think Pair Share (TPS) Technique at the Eighth Grade of SMP N 1 Metro Kibang in The Academic Year Of 2019/2020. The research took 31 students of VIII C as the samples. The

objective of her research is to improve student's reading comprehension of the students by using TPS. The data were gathered from test and observation. The average score of the test was Cycle I (62.4) and Cycle II (90.3). After the implementation of TPS activities in every cycle, the students' reading comprehension score were getting better. It can be concluded that TPS can improve students' reading ability.

The second similar research was conducted by Ariniasih (2019) on her research entitled "Improving Reading Comprehension of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2018/2019 through Think Pair Share". The research took 32 students as the samples. The objective of the study was aimed to find the improvement reading comprehension of eighth grade students of SMPN 1 Mengwi through TPS. The average of the score was Cycle I (72.3) and Cycle II (82.1). it can be seen that Think Pair Share could improve the student's reading comprehension.

Based on the explanation above, the two studies above clearly show that the subject's ability increases, especially in reading comprehension through TPS. This shows that subject abilities can be improved through TPS in the teaching and learning process. The average scores of cycle I and cycle II were much higher than the average pretest scores. The average scores in cycle I and cycle II showed an increase in students' reading comprehension through TPS. The weakness of this research lies in the research instruments. Researchers provide unclear instructions in the research instrument. The researcher gave the test without giving the time allotted to answer the questions. This makes students confused because the instructions are not clear. In this study, researchers will provide clear instructions

to students. For example, the researcher will give 20 minutes to answer 15 questions. Thus, students will clearly understand the instructions for answering the test and the results will be better.

