CHAPTER I

INTRODUCTION

This chapter presents several aspects that underlie the topic of the research conducted. They are the Background of study, Research problems, Objectives of the study, Research hypothesis, Significance of the study, Scope and limitations, and definition of the key terms.

A. Background of Study

Reading is a crucial English language skill that supports cognitive development and serves as an interactive process between the reader and the text. In this process, the reader engages with the text to derive its meaning, requiring the ability to understand and interpret the information read. As an integral activity in daily life, reading allows us to gather information and knowledge from printed texts. According to Johnson (2009), reading is one of the most common challenges to educational success, as it involves actively using both the eyes and the mind to comprehend and interpret the author's thoughts.[1] Through reading, we gain valuable information and knowledge relevant to our needs.

Understanding is a fundamental aspect of reading. Patel and Jain (2008) state that reading functions not only as a source of information and enjoyment

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[1] LouAnne Johnson, *Teaching Outside the Box: How to Grab Your Students By Their Brian*, (PT.Indeks, 2009), p.263-264

but also, as a means to expand one's language knowledge.[2] Through reading, students can grasp the author's intent and enhance their own knowledge, facilitating communication through written text. Harmer (2001) describes reading as a highly active process requiring comprehension of word meanings to be successful, making mastery of reading essential as it is a foundational language skill that must be developed before other skills.[3] Reading plays a crucial role in the learning process, providing numerous opportunities for students to learn vocabulary, grammar, punctuation, and sentence, paragraph, and text structure.

The focus of English learning in the Merdeka curriculum is to strengthen the ability to use English in six language skills there are listening, speaking, reading, viewing, writing, and presenting in an integrated manner in various types of texts. (Ministry of Education, Culture, Research, and Technology, 2022). However, many students struggle to understand English reading texts because their thoughts are disorganized, and they lack a full grasp of the structure and content. Many students are unable to recall key events or details after reading, indicating that they have not set clear reading goals. As a result, students cannot achieve their reading objectives or answer questions at the end of the lesson. If this continues, students may become more passive during the learning process, especially if teachers only ask them to read without ensuring their comprehension of the text.

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[2] M. Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur:Sunrise,2008), p.114
[3] Jeremy Harmer, *How to Teach English An introduction to the Practice of English Language Teaching*, (New York: Longman, 2001), p.70

Lawton, Sarode,2018 defines, "teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instructions, and an outline of planned tactics necessary to implement the strategy".[4] Strategy as specification for selecting and sequencing events and activities within a lesson. In line with this opinion, the strategy is *a plan, method, or series of activities designed to achieve a particular educational goal* (J. R. David, 1976). Therefore, English teachers must implement effective strategies in teaching reading comprehension so that students not only understand the material but also enjoy the process. A well-structured approach is essential because reading comprehension involves more than just spelling words; students must engage with the text, infer meaning, and connect ideas. In the modern world, developing a love of reading is essential for students to access and process valuable information. To achieve this, teachers can use strategies such as Think-Pair-Share (TPS) that allow students to break down complex texts and collaborate with peers. By making reading interactive and meaningful, teachers can improve comprehension while fostering a love of reading. Ultimately, strategic teaching methods ensure that students not only understand the content but also develop critical thinking skills that are essential for their academic development.

Think-Pair-Share is a strategy developed by Lyman and his associates (1981) that enables students to formulate individual ideas and share their ideas

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[4] R. D. Sarode, "Teaching strategies, styles and qualities of a teacher: a Review for valuable higher education", *International Journal of Current Engineering and Scientific Research (IJCESR) 5*, no. 5 (2018): 57-62.

with other students.[5] Where Spencer Kagan (1990) says that Think–Pair–Share is a strategy that the students to think to themselves on the topic provided by the teacher, they pair up with the other students to discuss it, then they share their thoughts with the class.[6] Think-Pair-Share (TPS) focuses on the success of all learners, ensuring that not only high-performing students succeed but also those with average or lower performance. This strategy is recommended to be used in teaching reading activities, because the Think-Pair-Share strategy is designed to invite students to find answers to a question from a concept through a group (Elihami et al., 2019:464).[7] Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, the Think-Pair-Share strategy encourages a high degree of student responses and can help keep students on task (K. Robertson, 2006).[8]

The Think-Pair-Share strategy consists of three stages: thinking, pairing, and sharing. By implementing this strategy, teachers are no longer the sole source of learning (teacher-oriented) but also develop more student-oriented learning, requiring students to discover and understand new concepts. Features of the Think-Pair-Share strategy include guiding teachers to motivate students individually and in groups, increasing learning motivation among students and

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[5] F. Lyman, *The Responsive Class Discussion*, (Maryland: University of Maryland, 1981), p. 109-113

[6] Spencer Kagan, *Cooperative Learning the Structural Approach,* (Annual Summer Institute: Kagan Publishing, 1990), p.14

[7] Elihami, dkk., "Pembelajaran Kooperatif Model Think-Pair-Share Dalam Dunia Iptek", Prosiding Seminar Nasional 1, no. 4 (2019): 464

[8] Robertson, "Increase Student Interaction with 'Think-Pair-Shares' and 'Circle Chats'," Colorín Colorado, 2006, https://www.colorincolorado.org/article/increase-student-interaction-think-pair-shares-and-circle-chats.

between teachers, and encouraging teachers to assess both the learning process and outcomes equally. By using this strategy, students are invited to think about answers to posed questions or problems, then work in pairs to discuss their answers or results, and finally share their answers or thoughts with other students in the class.

The previous study was done by Santi Rosalina & Olyvia Revalita (2023) with the title "The Effect of Using Think Pair Share to Improve Students' Reading Skills." The result of this research showed that the students who were taught using the Think-Pair-Share strategy got better achievement and higher scores in reading. Meanwhile, students who were taught by the conventional learning model did not achieve significant results.[9]

The other study was conducted by Doni Sudibyo (2021) conducted similar research on the reading comprehension of the middle school students at SMP IT Nurul Yaqin Sorong, West Papua. He investigates the impact of using the Think-Pair-Share technique to improve students' reading comprehension. This study showed that there are significant differences in reading achievement between the students who are taught through cooperative learning and those without cooperative learning. [10]

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[9] Santi Rosalia dan Olyvia Revalita Candraloka, "The Effect of Using Think Pair Share to Improve Students' Reading Skills," *J-SHMIC: Journal of English for Academic 10*, no. 2 (2023): 155–165, https://doi.org/10.25299/jshmic.2023.vol10(2).13544

[10] Doni Sudibyo dan Nurteteng, "Cooperative Learning Strategy of Think-Pair-Share (TPS) Technique to Improve Reading Comprehension Ability of The Middle School Students," *INTERACTION: Jurnal Pendidikan Bahasa 8*, no. 1 (2021): 163–175, https://doi.org/10.36232/jurnalpendidikanbahasa.v8i1.2277

Some of the previous research by Eucharia (2019)[11], N. Yayu et al. (2019)[12]R. Hayati et al. (2019)[13], M. Nurhayati et al. (2020)[14], R. Dwigustini et al. (2020)[15], C. Kepirianto et al. (2022)[16], S. Rosalia et al. (2023)[17] have concluded that the Think-Pair-Share strategy is effective to improve students' reading comprehension. Despite the extensive research conforming the effectiveness of using the Think-Pair-Share Strategy to teaching reading comprehension, most studies have been conducted at the senior high school or university level. There remains a lack of empirical evidence regarding its implementation among younger learners, particularly within the context of Islamic Junior High Schools. This gap highlights the need to investigate the effectiveness of the Think-Pair-Share Strategy at this educational level. Therefore, this study aims to examine the effectiveness of using Think-Pair-Share (TPS) Strategy on Nineth Grade Students' Reading Comprehension at MTsN 7 Tulungagung.

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[11] Eucharia, "Effect of Student Teams-Achievement Divisions and Think–Pair–Share on Students' Interest in Reading Comprehension," *Journal of Educational Research and Practice 9*, no. 1 (2019): 316–330, https://doi.org/10.5590/JERAP.2019.09.1.22.

[12] N. Yayu, et al., "Improving Students' Reading Comprehension through Think-Pair-Share Technique", 12(2), 78-86.

[13] R. Hayati, et al., "The Use of Think-Pair-Share Strategy in Teaching Reading Comprehension at Senior High School", *Journal Education*, 8(3): 112-119

[14] M. Nurhayati, et al., "Enhancing Students' Reading Comprehension through Think-Pair-Share Technique in EFL Classroom", *Indonesian Journal of English Education*, 5(1), 23-31.

[15] R. Dwigustini, et al., "Think Pair Share Technique to Promote Students' Reading Comprehension," *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara 12*, no. 1 (2020): 1–10, https://doi.org/10.37640/jip.v12i1.270

[16] Catur Kepirianto, et al., "Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text", *Parole: Journal of Linguistics and Education*, 12 (1), 2022, 119-129

[17] Santi Rosalia dan Olyvia Revalita Candraloka, "The Effect of Using...", 155-165

B. Problem Statement of Research

The formulation of the research problem is "Is there any significant difference scores between students before taught using the Think-Pair-Share (TPS) strategy and after taught by using the Think-Pair-Share (TPS) strategy on Nineth grade students' reading comprehension at MTsN 7 Tulungagung?"

C. Objectives of the Study

To find out the significant difference score of students' reading comprehension before and after being taught by using the Think-Pair-Share (TPS) strategy on the nineth grade of MTsN 7 Tulungagung.

D. Research Hypothesis

Before determining the hypothetical result, the researcher proposed an interpretation of (observations using the following procedure:

1. Formulation of the null hypothesis (H_0): there is no significant difference in the score of the nineth graders' reading comprehension before and after being taught by using the Think-Pair-Share (TPS) strategy of the nineth grade at MTsN 7 Tulungagung.

2. Formulation of the alternative hypothesis (H_a): There is a significant difference in the score of the ninth graders' reading comprehension before and after being taught by using the Think-Pair-Share (TPS) strategy at MTsN 7 Tulungagung.

E. Significance of the Study

The researcher hopes this study can contribute practically:

a. For the teacher, to use approaches for teaching English, particularly teaching reading.

b. For the Future researcher, to increase teaching skills as a good teacher in the future. While for the other researchers used this study as a reference to conduct the next research.

F. Scope and Limitations of the Study

To limit the scope of the study, the researcher only discusses the study as follows:

1. The participants of this study are the students of nineth grade of MTsN 7 Tulunggagung.

2. This study discusses the effectiveness of the Think-Pair-Share strategy on students' reading comprehension of narrative text.

G. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this research, it is necessary for the researcher to define the key terms used in this research.

1. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and derive meaning from the written text. It involves not just decoding words but also grasping the underlying concepts, themes, and messages the

author conveys. Effective reading comprehension requires several skills, including vocabulary knowledge, the ability to make inferences, recognize the structure of the text, and connect the material to one's own knowledge and experiences. It is a critical component of literacy, enabling individuals to process information, learn new content, and engage with written material critically and thoughtfully.

2. Strategy

Strategy is a plan designed to achieve specific objectives (Oxford, 1990).[18] The teaching strategy is intentionally designed to guide the teaching and learning process towards specific goals. This means that every step in creating a strategy is aimed at achieving these educational outcomes. The preparation of lesson plans, the selection and use of various resources, and the integration of learning devices all aim to facilitate student understanding and meet learning objectives.

3. Think-Pair-Share (TPS) Strategy

The Think-Pair-Share strategy is a collaborative learning strategy where students first reflect on a topic or question individually, then discuss their thoughts with a partner, and share their insights with the larger group or class. This strategy encourages active participation, critical thinking, and effective communication. By breaking down the process into these steps, student have the opportunity to develop their ideas independently,

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[18] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle, 1990), p.8

refine them through peer interaction, and then contribute to a broader discussion, enhancing their understanding and learning experience.