

ABSTRACT

Kayati, Nuroh. 2015. The Effectiveness of Think-Pair-Share Strategy in Teaching Reading at *The Seventh Grade Students'* of SMP N 2 Sambit in Academic Year 2014/2015 A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Pryla Rochmahwati, M.Pd.

Key words: TPS Strategy, Reading

Reading is very important skill in learning English at junior high school. The students' reading comprehension has a good impact to students' achievement. By reading, they can absorb the information and knowledge from the text. There are some methods that can be used to help the students comprehend the text effectively. In this research, the researcher teaches reading using Think-Pair-Share Strategy.

The purpose of this research is to investigate the difference achievement in reading comprehension between students taught by using think-pair-share strategy and not taught by using think-pair-share strategy at the seventh grade of SMP N 2 Sambit in academic year 2014/2015.

This research was carried at SMP N 2 Sambit Ponorogo from April up to May 2015. This research had two classes; VII B as an experimental class which was taught by TPS Strategy and VII C as a control class which was not taught by TPS Strategy. The populations of each group are 25 students.

The design of this research was a quasi experimental research which aimed to know the effectiveness of TPS Strategy in teaching reading comprehension for the seventh grade of SMP N 2 Sambit Ponorogo. TPS was a cooperative learning to help the students comprehend the text easily and remember the content longer. To analyze data the researcher used the T-Test as a technique of analyzing data.

The result of T-Test was $t_0 = 2,871$ $t_t = 2,01$ with df 48, on level significance 5%, $t_0 > t_t$ ($2,871 > 2,01$). It was greater than t-table. Therefore H_a was accepted. So, there is significance different between the students who taught by think-pair-share strategy and the students who are not taught by think-pair-share strategy.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of language used for communication in the world. It is known that English is the most important language which must be mastered by the people in global era. As a connecting language, English has been generally regarded as sign of a well around education. Foreign language will be a vital part of the successful integration in another country.

English is very important for our life. Because English as International language that called as a window of science and technology. In Indonesia, English is considered as foreign language and it taught formally from elementary school up to the university level. English is very important to students, especially for Junior High School. In this level, English language used in final examination. For the students who are not mastery in reading will get difficulties in understanding English text. Generally, English involves some skills that should be mastered, they are: listening, speaking, reading, and writing. All of the language skills support each other.

Among four language skills, reading is considered important, because reading is essential skills to be mastered in order to ensure success for learners in

learning English as a second language.¹ Through reading activity students can enlarge their knowledge. It is a reason that students reading skill must be developed. Reading is a way of getting information from the text because if the readers read a text, the readers can find the messages from the writer through written form and comprehend what the writes. By reading students can get life experiences, knowledge, and can get certain information which is useful for life.

According to William Grabe, reading is one of the four language skills which can be classified into two types; initial reading and reading comprehension.² Initial reading is an effort made by those who have not been able to read to learn reading (e.g. how to read the alphabet and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the message of a particular text. The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text.

Reading is useful for other purpose too: any exposure to English (provided the students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as a part of the process

¹ David Nunan, Practical English Language Teaching Contemporary (America: Contemporary, 2003), 69

² Bambang Yudi Cahyono, The Teaching English of English Language Skill and English Language Components,(Malang: State Universitas of Malang Press, 2011),49.

of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.³ Reading is an essential skill for learners of English as second language, for most of these learners it is the most important skill to master in order to ensure success not only in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.⁴

In most cases, students frequently find difficulties in comprehending English text. They often stop in reading because they find that the English texts are difficult to understand. They do not understand the meaning of the English texts. So, they feel dizzy and lazy in reading. Based on interview on 20th December 2014 with an English teacher at the seventh grade students of SMP N 2 SAMBIT, Mrs. Siti Miftakul K. S.Pd said that the problem of reading skill at the seventh grade students of SMP N 2 SAMBIT. Are, the students found difficulties in read the text, to pronounce the words in the text. The students didn't understand the meaning of the text, to understand the meaning. This can be seen when the students were told to read the materials. After giving some questions related to the materials about what they read, some students could not answer questions from the teacher. The students often forget some materials that the teacher has explained and also the students have a low of vocabularies. Whereas she always encourages students to brought a dictionary, but there were still

³ Jeremy Harmer, *How to Teach English an Introduction to the Practice of English Language Teaching* (England: Person Education Limited, 1998), 68.

⁴ Neil J. Anderson, *Practical English Language Teaching*. (Mc Graw-Hill Companies 2003).69

students who don't carried. Besides that, most of the students lack of background knowledge so that they difficult to understand the text, they felt sleepy and lack of motivation because the teacher used strategies that make students not interested to understand the content of reading.

Referring to the problem above, various strategies are needed to be implemented; one of them is Think-Pair-Share. Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland.⁵ This strategy is designed to differentiate instruction by providing students' time and structure for thinking on a give a topic, enabling them to formulate individual ideas and share these ideas with a peer.⁶ Think-Pair-Share is cooperative learning strategy that can promote and support higher level thinking, the teacher asks the students to think about specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group steps.

Think-Pair-Share is a cooperative learning strategy that encourages individual participation and is applicable across all grade levels and class sizes. Think-Pair-Share is a cooperative learning strategy, which allows students to think about question, idea, issue, or notion, and share their thoughts with partners before discussion in small group.⁷ It is a simple strategy, effective from early childhood through all subsequent phases of education. It develops skills of

⁵ Kokom Komalasari. Pembelajaran Kontekstual: Konsep dan Aplikasi (Bandung:PT Refika Aditama, 2010),64

⁶ Chaty Allen Simon. Using Think-Pair-Share Read Write Think, (Online), (<http://www.readwritethink.org/professional-development/strategy-guides/usingthink-pair-share30626.html>),

⁷ Yeni Siti F. Model Pembelajaran Kooperatif Tipe Think Pair Share, (Online), (<http://fisikasma-online.blogspot.com/2010/12/model-pembelajaran-kooperatif-tipe.html>)

sharing information, listening, asking questions, summarizing others' ideas, and paraphrasing. Furthermore, Think-Pair-Share has the useful aspects of a quiz (putting ideas) into your own (arguing) without nuisance and irrelevance of grades. During lesson in which teachers are lecturing or demonstrating, they often ask question to teach comprehension. Think-Pair-Share teaching strategy as a part of cooperative learning is giving more advantages for students especially reading.

Based on the phenomenon above, the writer is interested in conducting a research entitled **“THE EFFECTIVENESS OF THINK-PAIR-SHARE STRATEGY FOR TEACHING READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS OF SMP N 2 SAMBIT IN ACADEMIC YEAR 2014/2015”**.

B. Statement of the Problem

Regarding to the background of the study, statements of the problems formulated into:

1. Do the students who are taught by using TPS strategy achieve better score in reading comprehension than the students who are not taught by using TPS strategy at the seventh grade of SMP N 2 Sambit in academic year 2014/2015?

C. Objective of the Study

Related to the statement of the problems above, this study has some objectives described as follows:

1. To investigate the difference achievement in reading comprehension between students taught by using think-pair-share strategy and not taught by using think-pair-share strategy at the seventh grade of SMP N 2 Sambit in academic year 2014/2015.

D. Limitation of the Study

To avoid a deviation of the discussion, this study focus on some concern identified as follow:

1. The subject of the study is at seventh grade students of SMP N 2 Sambit in academic year 2014/2015.
2. The object of this study is the effectiveness of think-pair-share strategy in teaching reading comprehension.

E. Significance of the Study

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical significances

The result of this research can give knowledge in educational practice. It can contribute as the method toward students reading comprehension achievement.

2. Practical significances

a. For teachers

The result of this study is expected to provide some information for teacher toward students reading comprehension achievement by using TPS Strategy in the future at seventh grade students' level.

b. For students

The writer hopes that the result of this study will be increasing the student's achievement in reading comprehension.

c. For the other researcher

The writer also requires if the result of this study can be used as reference in teaching reading comprehension by using TPS Strategy.

F. Organization of the Thesis

As descriptions of the researcher ideas design that is poured in this experimental, the researcher organizes of it that is divided into three parts and every parts and every parts consist of sub that are connected and an entire unty. In order be able to more understand of observations follow:

Chapter I Introduction, in this chapter the writer tells about problems that comprise background of the study, statement of the problems, objective of the

study, limitation of the study, significant of the study, and organization of the thesis.

Chapter II Review of Related literatures, in this chapter the writer tells about theoretical analysis, previous research finding, theoretical framework, and hypothesis.

Chapter III Research Methodology, in this chapter the writer tells about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV Finding And Discussion, in this chapter the writer tells about research location, data description, data analysis, and discussion.

Chapter V Closing, in this chapter the writer tells about conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Analysis

1. Reading

a) Definition of Reading

Reading knowledge is broadened and well informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, journal, etc. Students should practice their reading more and more, so their reading ability and their reading experience will be improved.

According to William Grabe and Fredericka, “Reading is the ability to draw meaning from the printed page and interpret this information appropriately”.⁸ It means that the process to understand the text and getting meaning. It is bringing meaning from the printed or written material.

According to David Nunan, “Reading is fluent process of readers combining information from the text and their own background

⁸ William Grabe and Fredericka L,Stoller. Teaching and Researching Reading. (Hongkong: Longman, 2002), 9.

knowledge to built meaning”.⁹ Reading is likewise a skill that teacher simply expect learners to acquire. It is a process to understand the meaning and information in the text. It is also useful part of the process of language acquisition. Reading arguably the most essential skill for success in all educational contexts, remain a skill of paramount importance as we create assessment of general language ability. Besides that, reading is process the readers to get message from thr writer using the words or written.

So, reading is the process of interaction between the reader and text using syntax, grammar, and semantics to convey meaning and to get information.

b) Objectives of Reading

Objective is a statement that is completely unbiased. It is not touched by the speaker’s previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations. And objective reading is a more scientific way of approaching a work.

According to Parkinson, the objectives of reading are:

1. Understand information

The students must understand the information so from to know it, they are can understanding the text and other information.

⁹ David Nunan, Practical English Language Teaching, (America:Contemporary, 2003),68.

2. Select what relevant to specific purposes and collate information within and between texts.

The students need to know relevant to specific purposes and collate information within and between texts. And it is still need understanding.

3. Appreciate the difference between fact, ideas and opinions

The students can different between fact, ideas and opinion because many students still cannot between it, usually their think that the ideas the same of opinion.

4. Recognize implicit meanings and attitudes

In objective reading the students must recognize implicit meaning and attitudes because can know the implicit meaning so their understand the attitudes from the implicit meaning.

5. Evaluate information and detect bias

Evaluation the information it is very important which can the right information or wrong and from here the students can do detect bias the information in order that can more distinct.

6. Appreciate a writer's use of language

As students appreciate a writer's use of language very important because the student can to know that very difficult in make opus whereas make write with use language well.

c) **The purpose of reading**

Reading is conducted for some purposes. Reading also refers to a way to communicate with others and “reading can be a way of sharing another person’s insights, joys, sorrows, or creative endeavors. Being able to read can make it possible for person to find places he or she has never visited before, to take advantage of bargains, or to disaster.”¹⁰ For students, reading is conducted to complete their academic tasks.

Harmer in his book how to teach English states that reading is essential either for students’ careers, for study purpose or simply for pleasure. Reading is also useful as part of the process of language acquisition. It provides the students with opportunities to study language and vocabulary, grammar, punctuation, and the way they construct sentence, paragraph and text.¹¹

From the explanation above we can conclude that the general purpose of reading is looking for and getting information and also comprehend the meaning of the reading text.

d) **The Reading Process**

The reading process the whole process of translating print into meaning. This process is very complex-it involves elements ranging visual perception and the control of eye-movements to judgments about

¹⁰Burns,etal.teaching reading,...3.

¹¹Jemeryharmer,how to teach English (England: pearson education limited, 1998),68

meaning, relevance and significance which involve long-term memory and relating new information with existing mental schema. The process is an interactive one in which top-down and bottom-up processes play complementary roles. But, as we have argued, the bottom-up process of word identification has priority.

The essential element in the overall process is learning to recognize words that is, learning to relate patterns of print with known words. This is not the whole of reading, but is where reading starts from and is very largely the focus of attention in the early years.¹²

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹³ And comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literacy.¹⁴

Based on the explanation above, the reading comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literacy especially on ability to draw meaning from the page and interpret this information appropriately.

¹² J. R. Riley, *Teaching Reading at Key Stage 2* (British: Nicolas Bielby, 1999), 15

¹³ William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, 9.

¹⁴ A. H. Uquhart and C. J. Weir, *Reading in a Second Language: Process, Product, and Practice* (London: Longman, 1998), 84.

This comprehension is the process of making sense of word, sentence and connected texts.¹⁵ And it is an extra ordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.¹⁶ It can be conclude that reading comprehension is the goal of reading which have to be mastered by the students to can communicate with the writer through the text to get information.

Comprehension was once seen as a passive process in which the reader's main mission was to grasp the author's message.¹⁷ Indeed, comprehension means understanding deeply the text. Comprehension is an active process in which plays a very active role, constructing meaning based on his or her cultural and experiential background, purpose for reading, and the overall setting.

The reader uses knowledge, skills, and strategies to determine what that meaning is. In foreign language learning, reading is likewise a skill that teacher expects learners to acquire. Pearson and Johnson in burn

¹⁵ Bambang Yudi Cahyono, *The Teaching English of English Language Skill and English Language Components*, (Malang: State Universitas of Malang Press, 2011), 55.

¹⁶ William Grabe and Fredericka L, *Stoller Teaching and Researching Reading*, 29.

¹⁷ Thomas G. Gunning, *Assessing and Correcting Reading and Writing Difficulties* (USA: Pearson Educational Inc, 2010), 352.

et all state that reading comprehension is at and a unitary process and a set of discrete processes.¹⁸

According to Paul C. Burn, the basic comprehension units in reading as follow:

a. Words

Students' sight vocabularies should be built from word they already, comprehend, word that is a part of their meaning vocabularies.

b. Sentences

Students may find complicated sentences difficult to understand, so they need to know way to attack them, or derive their meaning.

c. Paragraph

Paragraphs are a group of sentences that serve a particular function within a whole selection or passage. They may be organized around a main idea or topic. Understanding their function between the sentences in paragraph is important to reading comprehension.

d. Whole selections

It is the entire selections which consist of words, sentences, and paragraphs, and that understanding of whole selections depends upon understanding the smaller units.¹⁹

¹⁸ Paul C. Burns et all, Teaching Reading Achievement in Middle and High Schools, 35

¹⁹ Ibid.,151-173

b. Fluent of Reading Comprehension

The process involves in fluent of reading comprehension, and fluent reading are: a) a rapid process, b) an efficient process, c) an interactive process, d) a strategic process, e) a flexible process, f) an evaluating process, g) a purposeful process, h) a comprehending process, i) a learning process, j) a linguistic process.²⁰

According to Jerry Gebhard, the fluent reader says they to do the successful at comprehending reading material. They are: skip words they do not know, predict meaning, guess the meaning of unfamiliar word from context, do not constantly translate, look for cognates, ask someone what a word means, have knowledge about the topic, draw inferences from the title, make use of all information and the paragraph to comprehend unfamiliar words, try to figure out of the meaning of a word by the syntax of the sentence, read things of interest, study pictures and illustration and purposefully reread to check comprehension.²¹

c. Models of Reading Comprehension

Various models of reading comprehension are Bottom-up, Top-down, and Interactive. It will be explain detail in the follow:

²⁰ Ibid., 17.

²¹ Jerry Gebhard, *Teaching English as a Second Language* (America: University of Michigan Perss), 199.

a. Bottom-up model

It is reading that basically a matter of decoding of series of written symbols into the aural equivalents.²² It starts with the smallest the unit, either letters or letter features. According to Caroline “bottom-up (or systematic) skill consist of building up meaning from analyzes the form of language used”.²³ It means the reader build up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax.

b. Top-down model

It assumes that reading is primary direct by reader goals and expectation.²⁴ According to Goodman “it is processing in which draw on his own intelligence and experience to understand a text. This model should begin with the largest unit, the whole text.”²⁵ It means that virtually impossible to see how the reader begin by dealing with the text as a whole, the process to smaller unit of the text, say paragraph, then down to individual sentence ending with single letters.

²² David Nunan, *Practical English Language Teaching*, (America:Contemporacy, 2003),64.

²³ Caroline Woods, *Teaching and Assessing Skill in Foreign Languages* (New York: Cambridge University, 2005), 63.

²⁴ William Grabe and Fredericka L, *Stoller Teaching and Researching Reading*, 92.

²⁵ Bambang Yudi Cahyono, *The Teaching English of English Language Skill and English Language Components*,(Malang: State Universitas of Malang Press, 2011), 56.

c. Interactive model

It is “Composing Models” of reading, which views comprehension as the act of composing a new version of the text for an inner reader.²⁶

d. Purpose of Reading

Reading has purpose to find information, such as material, and meaning the written. They are:²⁷

1. Reading to search for simple information.
2. Reading to skim quickly.
3. Reading to learn from texts.
4. Reading to integrate information.
5. Reading to write (or research for information needed for writing).
6. Reading to critic texts.
7. Reading for general comprehension.

3. Cooperative Learning

Cooperative learning is the instructional use of small group so that students work together to maximize their own and other learning. Cooperative learning is highly structured teaching method that capitalizes on the fact that many children learn better in the midst of interaction with their peer.

²⁶ Heinle, Teaching Language in Context (America: Heinle and Heinle Publisher, 1993), 195.

²⁷ William Grabe and Fredericka L, Stoller Teaching and Researching Reading, 9.

Olsen and Kagan in Ricards and Rodger state Cooperative Learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.²⁸

Cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teacher work together that is important. In cooperative learning teacher teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperative is not only a way of learning, but also a theme to be communicated about and studied.²⁹

According to Larsen and Freeman, there are nine principles of cooperative learning as follow:

- a. Students are encouraged to think in term of positive independence, which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.
- b. Students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed males and females,

²⁸Jack C. Ricards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*,(New York: Cambridge University, 2007), p. 192.

²⁹Diane Larsen & Freeman, *Technique and Principles in language Teaching*, p. 164.

different ethnic group, different proficiency level, etc. this allows students to learn from each other and also gives them practice in how to get along with people different from themselves.

- c. The efforts of an individual help not only the individual to be rewarded, but also others in class.
- d. Social skills such as acknowledging another's contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.
- e. Language acquisition is facilitated by students interacting in the target language.
- f. Although students work together, each student is individually accountable.
- g. Responsibility and accountability for each other's learning is shared.
- h. Each group member should be encouraged to feel responsible for participating and for learning. Leadership is distributed.
- i. Teacher not only teaches language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purpose.³⁰

According to Richards and Rodgers, the role of learners, teacher, and instructional materials in cooperative learning as follows:

³⁰Diane Larsen & Freeman, *Technique and Principles in language Teaching*, p. 167-168.

1. Learner roles

The primary role of the learner is as member of a group who must work collaboratively on task with other group members. Learners have to learn teamwork skills. Learners are also director of their own learning, which is viewed as a complication of lifelong learning skills. Thus, learning is something that required students' direct and active involvement and participation. Pair grouping is the most typical cooperative learning format, ensuring the maximum amount the time both learners spend engaged on learning task, pair task in which learners alternate roles involve partners in the role of tutors, checkers, recorder, and information share.

2. Teacher roles

The role of teacher in cooperative learning differs considerably from the role of teacher in traditional teacher-fronted lesson. The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, and structuring task establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting material and time. An important role for the teacher is that of facilitators of learning. In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise.

Teachers speak less than in teacher-fronted classes. They provide broad question to challenge thinking, they prepare students for task they will carry out, they assist students with the learning task, and they give few commands, imposing less disciplinary control. The teacher may also have the task of the restructuring lessons can work on them cooperatively.

3. The role of instructional materials

Materials play an important part in creating opportunities for student to work cooperatively. The same material can be use as are used in other types of lessons but variations are required in how the materials are used.³¹

4. Think-Pair-Share

a. Definition of Think-Pair-Share

Think-Pair-Share is a cooperative learning strategy developed by Lyman in 1978 and can be defined as “a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share response with the larger group.”³² It gets its name from the three stages of students’ action, with emphasis on what students are to be doing at each of those stages.

³¹Ibid, p. 199-200

³² McTighe & Frank Lyman, *The Responsive Classroom Discussion*, MD: University of Maryland College of Education, 1988, p.2

Think pair share is an equity pedagogical best practice because it provides students with think time, behavioral rehearsal time and five safe options including sharing the thoughts of a learning partner. This learning strategy promotes classroom participants by encouraging a high degree of pupil response, rather than using a basic recitation method in which the teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. It useful because we know that the students learn, in part, by being able to talk about the content, but we do not want that to be a free for all.

Think pair share is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each report to the class. It encourages increased student participation, and higher levels of student thinking and questioning.

Think-Pair-Share is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question and share ideas with classmates. Discussing an answer with a partner serve to maximize participation,

focus attention and engage students in comprehending the reading material.

b. Principle of Think-Pair-Share

There are some principles to differentiate between think-pair-share strategy and traditional classroom activity as follow:³³

1. Positive Interdependence

Positive interdependence creates mutual support among students, creates peer norms favoring achievement, and increases the frequency and quality of peer tutoring.

2. Individual Accountability

Individual Accountability dramatically increases student participation and motivation to achieve.

3. Equal Participation

Students who otherwise would not participate or who would participate very little become engaged when we equalize participation.

4. Simultaneous Interaction

The amount of participation per student and our efficiency in teaching and managing the classroom are increased enormously when we use simultaneous rather than sequential structures.

³³ Spencer Kagan, Miguel Kagan. Kagan Cooperative Learning.2009,p 5.9-5.11

c. Procedure of Think-Pair-Share

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

1. **T: (Think)** Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
2. **P: (Pair)** Each student should be paired with another student or a small group.
3. **S: (Share)** Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Based on article updated by TeacherVision.com requires how the teacher make Think-Pair- Share can run well, the states as follows; The Think –Pair- Share strategy is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue. It could be a complex question, such as, "What do you think were the key issues that led to World War I?" It could be a more straight forward request, such as "Create a pattern that could be described as 'a, b, a, b.'"

As students consider the question or issue, they should derive some benefit from thinking about it further with partners, such as when there are multiple correct answers to a question. For instance, in the previous example, students could provide many examples of "a, b, a, b" patterns and seeing multiple answers will reinforce this concept. On the other hand, providing students with questions that have only one correct response, such as, "What is $5 + 2$?" soon becomes tedious to students, as there is not much to share with partners or the whole class.

The "think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead

projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

At the point, Think-Pair-Share strategy have three steps; Thinking-Pairing-Sharing. Thinking- teacher should give a general question; the question should be related with text. In pairing activities, Let the learner work in pair with their friends; give them time to discuss the topic. And sharing is the activity where the students have final result when they learn in pair. The result should be discussed in front of students, and the teacher gives the explanation about topic by collecting the students' idea.

d. The Advantages and The Disadvantages of Think-Pair-Share

1. The Advantages³⁴

The advantages of learning model TPS by Ibrahim et al.:

- a. The use of methods of learning TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that students are expected to understand the material well before the teacher pass at the next meeting.

³⁴ Ibrahim et. al. 2000. Think Pair Share. (Online). (<http://www.sriudin.com/2011/07/model-pembelajaran-think-pair-and-share.html>).6

- b. Improving attendance. The task given by the teacher at each meeting in addition to actively engage students in the learning process is also intended for students to always try to be present at each meeting. For the students who did not attend the student did not do the work and it will affect their learning outcomes.
- c. Reduced dropout rates. TPS learning model is expected to motivate students in learning so that students' learning can be better than conventional models.

Think-Pair-Share always give the learner chance to think what their thinking in question who given by the teacher. Based on Budd-Rowe states an advantage to TPS is that students have increased wait time, the opportunity to think about their answer before thinking about who they will share with.³⁵ Low-consensus information, unfamiliar topics, or “higher-order” analysis, synthesis, or evaluation application may require more thinking time than high-consensus information.

2. The Disadvantages

There are disadvantage of Think-Pair-Share strategy

1) Time consuming

The time consuming means when the teacher who did not prepare the lesson plans accurately or the students feel confident to work individually better than in group.

³⁵ Kessler, Carolyn. Cooperative Language Learning. United State America: Prentice Hall Regents, 1992.21

2) The teachers hard to assist all the trainers during the discussion since they have so many groups. Because of there are many group in class, some of the teacher hard assist the learner works in group.

3) Can be very noisy

The students' works in group, when they discuss the text or the topic they can talk each other can be noise with another students.

4) Puts time pressure on some

The strategy not always perfect, there an advantage and disadvantage. So, as a teacher should have ability to manage the time, to monitor the students during discussion in pair or group, and make sure that every student is working in group

B. Previous Research Finding

This study is needs some previous research as a consideration theory. The details are explained as follows:

The first research is by Gede Natha Dasarna from Mahasaraswati Denpasar University. He conducted a research entitled Improving Reading Comprehension through Think Pair Share of the Tenth Grade Students' of SMK PGRI 4 Denpasar in Academic Year 2013/2014. The research conducted in Classroom Action Research (CAR). The classroom action research was carried

out through think pair share technique in two planned cycle. The result of the post-test in the cycle showed there was significant improvement concerning the subjects ability in reading comprehension. The result could be seen from the progressing mean score of the pre-test (57.33), post-test I (69.50) and post-test II (79.67). This research furthermore showed that there was positive responses" concerning the technique applied in improving the subjects" reading comprehension. The present classroom action study proved that think pair share technique could improve the reading comprehension of the tenth grade students of SMK PGRI 4 Denpasar; in addition, the subjects also positively responded on the implementation of think pair share technique.

The second research is by Siti Nurlailatul Jannah from English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN) Ponorogo. She conducted the research entitled Improving Students' Speaking Ability by Using Think Pair Share Technique at Tenth Grade Students of SMA Bakti Ponorogo in the academic year 2013/2014. The research conducted in Classroom Action Research (CAR). The classroom action research was carried out through think pair share technique in three planned cycle. The result could be seen from the progressing mean score of the post-test I (39.29%), post-test II (60.71%) and post-test III (89.29%). From the result, the researcher concludes that teaching speaking by think pair share technique helped students in improving their speaking ability.

The third research is by Eka Fitri Fatmawati from English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN) Ponorogo. She conducted the research entitled The Use of Think Pair Share Method in Teaching to Improve Students' Writing Ability for the Tenth Grade Students of MAN 1 Ponorogo in Academic Year 2009/2010. The research conducted in Classroom Action Research (CAR). The classroom action research was carried out through think pair share technique in two planned cycle. The result could be seen from the progressing score from cycle I and cycle II. In the cycle I the average score of the students' writing achievement is 68 and 80 in the cycle II. So that, the researcher concluded there is significant improvement in student writing ability by using think pair share method.

Related to this research, the previous research finding became a contribution and references to the researcher. From it, now, the researcher realizes well that a successful teaching reading in indeed depending on the professional teacher and technique used. The professional teacher refers to a proficiency of teaching management, at least the teacher can be a facilitator and motivator to encourage students to be active and practice in reading skill. The good technique in teaching reading gives facilities to make teaching learning process run well. Besides that, the students feel interest and fun with a good technique. In this case, the researcher tries to apply think-pair-share strategy to teaching reading.

C. Theoretical Framework

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress.

There are factors of learning. One of them is the teachers' strategy is monotonous. So, the researcher chooses the think-pair-share toward students' reading comprehension achievement. Based on the statement above, the researcher can determine X and Y variables as follow:

X = think-pair-share strategy

Y = reading comprehension achievement

Those variable X (think-pair-share strategy) as independent variable and Y (reading comprehension achievement) as dependent variable.

D. Hypothesis

The hypothesis of this study is: The students taught by think-pair-share strategy will achieve a better score in reading comprehension than the students not being taught by think-pair-share strategy at the seventh grade students of SMP N 2 Sambit in academic year 2014/2015.