CHAPTER I

INTRODUCTION

A. Background of Study

Learning is the process or effort that each person does to modify their behaviour in response to various materials that they have learned. These changes might take the shape of information, skills, attitudes, and positive values. Another way to define learning is as any psychological action that a person engages in to change their behaviour from before to after learning. alterations in behaviour or reactions brought on by new experiences, gaining information or intelligence through learning, and engaging in activities[1] It can be concluded that learning is a process of acquiring knowledge that is usually obtained in an informal environment such as at school to make changes to oneself.

The meaning of learning also refers to experience. As Hamalik stated that learning is not a goal but is a process of achieving the goal itself, therefore learning is a modification or strengthening of behaviour through experience.[2] For example, when someone wants to learn about the all method and approaches in teaching learning process, this is not called as learning, but rather the purpose of learning. While, when he tries to find out what kind of method and approach that can be used in several classes with different students and can define what kind of method that will be used like oral approach, silent

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[1] Ahdar Djamaluddin, Wardana, *Belajar dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis* (Sulawesi Selatan: Kaffah Learning Center, 2019), 06.
[2] Hamalik, *Learning Methods and Learning Difficulties* (Bandung: Tarsito, 1983). 21.

learning, grammar translation method, etc. and this process is called learning. Teaching is the process of interaction of teachers or learning resources in a learning environment with the learners. Teaching also can be interpreted as assistance or direction given by a teacher until there are a process of gaining knowledge, mastery of skills and habits, and the formation of attitudes and beliefs in learners.[3] Teaching refers to the process of transfer knowledge, value or experience from teachers or the learning resources. So, the way how teachers teach is very influenced by the learning process because it determines whether the learning process is successful or not.

The way a teacher conveys learning, ideas and materials can affect how students can understand what is conveyed in the learning process. Teachers should make sure that they can deliver the material well, guide the students to reach it, and manage the classroom as good as possible. So it is important for a teacher to be able to choose and use a good and suitable strategy in the process of delivering material in the learning process so that students can easily understand the material presented.

Teachers usually use several methods in the learning process. Where there are many methods that can be used in the pursuit learning process, but some teachers usually has their own way to deliver the materials. One of the methods that can be applied by the teachers in increasing the student's comprehension in reading a narrative text is cooperative learning.

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[3] Ahdar Djamaluddin dan Wardana. 13.

Cooperative learning means students learning in groups that are designed to require cooperation from all members of the group in order to succeed. Students collaborate to learn and are accountable for both their own and their teammates' education. Another name for cooperative learning is a method of group work that increases learning and satisfaction from being a part of a high-achieving team while minimizing the possibility of those difficulties,[4] so the cooperative learning method directs students to be able to work together with other friends by making small groups.

According to Forslund Frykedal cited by Josefin Gudinge, cooperative learning is identified by structure where small strategically designed groups work together towards a mutual goal. Furthermore, when learning cooperatively, support and mutual interest for the task within the group is of importance.[5] In the cooperative learning approach, there are strategies that can be used in the learning process to help students quickly understand a text or writing, namely the Think-Pair-Share strategy.

Think-Pair-Share is a part of cooperative learning method. This technique was developed by Frank Lyman of the University of Maryland. According to Himmele cited by Retno Dwigustini and Jenika Widiy, Think-Pair-Share is an easy total participation technique you can start implementing every day.[6] According to Mc Candlish cited by Sapsha and Bugis, he stated that Think-Pair-Share is a

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[4] Richard M. Felder, Rebecca Brent. *Cooperative Learning* (Department of Chemical Engineering, N.C. State University), 8.

[5] Josefin Gudinge, *Cooperative Learning: A Teacher Perspective* (Malmo University, 2018), 9.

[6] Retno Dwigustini and Jenika Widiya, "Think-Pair-Share Technique to Promote Students' Reading Comprehension," *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara* 12, no. 1 (July 2020): 25–34, https://doi.org/10.37640/jip.v12i1.270.

cooperative discussion that has three parts to the process. Students think about a question or an issue, they talk with a partner about their thoughts, then some student's share their discussion and thinking with the class.[7] From the above definitions, it can be concluded that Think-Pair-Share is a learning strategy that is easy to implement by doing several stages such as giving questions and giving students time to answer individually, then asking them to share with friends in their respective groups, and asking some students to share their answers with the whole class.

Think-Pair-Share strategy requires students to be able to think about the problems given by the teacher. When they have thought activities with reference to the problems to be discussed, they are directed to be able to make a group with other students. They will conduct discussion activities about the results of their thinking. After conducting the discussion process, students or groups will present the results of their discussion to other friends in the classroom. This strategy can also be used to improve students' reading comprehension process on narrative text.

Reading is a complex cognitive process of decoding symbol to construct or dive meaning (reading comprehension). Reading can be known as language acquisition, communication, and sharing an ideas. In reading process, it requires continuous practice, development, and refinement. In addition, reading also requires creativity and critical analysis.[8]

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[7] Sapsuha and Bugis, *Think-Pair-Share Technique to Improve Students' Reading Comprehension*. (ICE-Ed conference. ELT Practices in Asia: Challenges and Opportunities, 2013)
[8] De Certeau, Michel, *Reading as Poaching The Practice of Everyday Life Trans. Steven F. Rendal*l (Berkeley: University of Clifornia, 1984), 165.

Reading is one of the fundamental language abilities for expanding one's knowledge and for accessing and understanding information. The goal of reading is to improve students' ability to understand the a text, to help them organize the ideas, to consist and create meaning, to communicate information and ideas of text and develop their knowledge in reading text over time.[9] reading is also one of the activities that aims to be able to add insight to students by understanding the contents of the text read by reading comprehension.

Reading comprehension can be defined as the level of understanding of passage or text. Snow stated that reading comprehension as the process of simultaneously extracting and constructing the meaning while doing an interaction and involvement using written language. These kind of activity requires cognitive capacities such as attention, memory, inference, visualization, motivation and also critical analytic.[10]

Reading comprehension means as the result of reading activity itself. By making connections between what has been read and what the students already know and reflecting on all the material until it is recognised, it is possible to generate meaning that is acceptable and accurate. Reading comprehension is defined as having understood the message or purpose the author intended to convey after finishing a piece or paragraph. Basically, reading comprehension can

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[9] Nurainun, Improving The Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction at Grade VIII Private Islamic Junior High School Ali Imron Medan, (Skripsi: State Islamic University Of North Sumatera 2017). 03.
[10] Sapsuha and Bugis, *Think-Pair-Share Technique to Improve Students' Reading Comprehension*. (ICE-Ed conference. ELT Practices in Asia: Challenges and Opportunities, 2013)

be done on a variety of existing writings, such as by reading comprehension on narrative texts.

Narrative text can be defined as a type of text that talking about a series or an event that happened to a person or a character. The character in narrative text can be an animal, person, plant or a thing. The aims of narrative text is to get attention of the reader of the hearer of the story, it also can be used to teach a lesson, and to explore such kind of social and moral values in the story.[11]

Previously, the researcher found a previous study related to this research, such as the study written by Nurmalinda Septya entitled "Improving Students' Reading Comprehension by Using Think- Pair- Share (Tps) Technique at the First Semester of the Eighth Grade Of SMPN 1 Metro Kibang in the Academic Year of 2019/2020"[12]. This study shows the results of the effect of using the Think-Pair-Share on students' reading comprehension. This study, researcher also find out whether the Think-Pair-Share strategy is suitable to be able to improve reading comprehension of students. This study also wants to find out whether the Think-Pair-Share is an effective strategy as a learning strategy to improve students' reading comprehension. The result shows that the implementation of the TPS strategy in this study is successful to improve the students' reading comprehension. It can be seen from result of each post-test which is improved.

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[11] Veronika Titin Suhartini, 'An Analysis of Narrative Texts in Textbooks Used by Eighth Grade Students', *Journal of English and Education* 4, no. 2 (April, 2016): 118.
[12] Nurmalinda Septya, "Improving Students' Reading Comprehension By Using Think- Pair- Share (Tps) Technique At The First Semester Of The Eighth Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020" (Thesis, Raden Intan State Islamic University, 2019), 32.

On this study, the researcher conducted research on the use of Think-Pair-Share strategy in students ' reading comprehension skills by using narrative text, where this study was conducted on the basis of the number of students at the high school level who still have difficulty understanding the contents of the reading text. The difficulty of students in understanding the content of the text is caused by various causes such as lack of vocabulary mastered by the students. Where this is already known by the researcher as an experience where the researcher has taught in the class to be studied, so that it can become pre-research data owned by the researcher.[13]

Based on description above, the researcher aims to find out the effect of using Think-Pair-Share strategy on the ability of students' reading comprehension and how this strategy can affect students' ability to understand the content of a narrative text. Therefore, researcher is interested in research with the title "The Effect of Using Think-Pair-Share Strategy in Students' Reading Comprehension on Narrative Text at SMAN 5 Pamekasan".

B. Problem of Study

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.[14] Based on the background of the study above, this research is focused on the formulation of the problem as follow:

1. Is there any effect of the use of Think-Pair-Share to students' reading comprehension on narrative text at SMAN 5 Pamekasan?

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[13] Ach Masduqi, Pre-Observation, SMAN 5 Pamekasan.
[14] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 46.

2. How significant is the improvement of reading comprehension skills in students after receiving treatment?

C. Objective of Study

John W. Creswell states in his book that research objectives is a statement of intent for study that declares specific goals that the investigator plans to achieve in a study. [15] Research objectives are usually short statements to indicate the purpose of a study. Based on the research problem above, researcher have the following objectives to be achieved:

1. The objective of this research is to find out if there are any effects of the use of Think-Pair-Share in reading comprehension on narrative text at Eleventh grade students in SMAN 5 Pamekasan.

2. To find out how significant the improvement of students' reading comprehension skills is after the treatment.

D. Assumption of Study

Assumption is a basic hunch or postulates about something related to a research problem whose truth has been accepted by the researcher. Assumption is used as a basic for researcher thinking in research. It is also used to clarify variables in a study. The existence of assumption is as the basis of the issues investigated. The assumptions of this study namely:

1. The types of teaching strategy can influence the learning achievement.

2. Think-Pair-Share is an effective strategy to improve reading comprehension skill.

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[15]Ibid,. 59.

E. Hypothesis of Study

The hypotheses is a temporary answer to the research problems whose truth is still categorized as weak, so they must be tested empirically.[16] According to Cresswell, Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.[17]

Ha: There is a significant effect on students' reading comprehension ability by applying the Think-Pair-Share strategy.

Ho: There is no significant effect on students' reading comprehension ability by applying the Think-Pair-Share strategy.

This research is experimental in design, therefore the researcher chooses the alternative hypothesis to prove the significant of Think-Pair-Share strategy in students' reading comprehension ability on narrative text at SMAN 5 Pamekasan

F. Significance of Study

Significance of study is explaining the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).[18] This section described the benefits of the research, especially for the education, teachers, students and for the research itself. The researcher defines the significances of the study into some aspects:

1. Theoretically

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[16] Anak Agung Putu Agung, *Metodologi Penelitian Bisnis* (Malang: Universitas Brawijaya Press, 2012), 27.
[17] John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4 th ed, (Boston: Pearson, 2012), 111.
[18] *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

The result of this research study can give a benefit and provide contribution for educational purpose. This research might also an alternative reference to gain more information on how to improve students' reading comprehension skill on narrative text by using Think-Pair-Share strategy.

2. Practically

    a. For Teachers

        The purpose of this study is to determine the effect of using the Think-Pair-Share strategy in improving students' reading comprehension skills, so that it can be a reference for teachers in using the strategy.

    b. For Students

        At the end of the research, the researcher provided some information about the benefits of Think-Pair-Share in students' reading comprehension.

    c. The Next Researcher

        This study is expected the research can be used as a reference for those who want to conduct research in teaching English, especially in using Think-Pair-Share strategy.

    d. For School

        Provide a meaningful contribution to schools that learning using Think-Pair-Share strategy so that schools can increase improvement and more serious handling of various types of teaching strategy that must be developed in schools

    e. For Researcher

        The result of this research could become alternative reference to future researcher and also give some knowledge about how Think-Pair-Share strategy can increase students' reading comprehension. This research provided knowledge in using Think-Pair-Share strategy in students' reading comprehension. This research can be used as material to expand the

knowledge of researcher in preparing themselves as professional and competent educator candidates.

f. For Institution

This research is expected to be useful as additional literature and as an insight into IAIN Madura's library.

G. Scope and Limitation of Study

To avoid complex problems, this research is limited and focused only on the effect of using Think-Pair-Share strategy in students reading comprehension on narrative text in the classroom. Researcher choose eleventh grade students (EBIS class) at SMAN 5 Pamekasan for the academic year 2023 - 2024.

H. Definition of Key Terms

Definition of key terms or operational definitions are required for avoid differences in meaning or lack of clarity of meaning.[19] To avoid misunderstanding and word difficulty for readers in clarifying about the key term, the researcher wants to provide an explanation of the term, as follow:

1. Think-Pair-Share

Think Pair Share is a learning strategy that has little risk in the application process, and is easy to implement for daily learning. The implementation process starts when the teacher asks each student in the class a question on the material, then gives them time to think about the answer individually. Then the teacher asks students to join and form a group with several other students to be able to share the answers they get. Then in the final

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[19] *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

stage the teacher asked some students to share the answers they have discussed with the whole class.

2. Reading Comprehension

Reading comprehension is an activity that aims to be able to understand the contents of a reading text. Basically, reading comprehension requires an understanding of what message a text wants to convey to the reader by observing and understanding the elements of the text being read. By making connections between what has been read and what the students already know and reflected on all the material until it is recognised, it is possible to generate meaning that is acceptable and accurate.

3. Narrative Text

Narrative text is an imaginary story text that aims to entertain the reader. In narrative text, there are many types of text that can be read such as legends, fantasy stories and others. In narrative text, the important thing to know is the generic structure, where there is Orientation which is usually found at the beginning of the paragraph which explains about the introduction of characters, setting and time of events in the story. There are also complications that contain a problem that arises from the story text. And at the end of the story there is a resolution which is a solution to the problem that arose earlier.

I. Previous Study

The existence of previous studies is to provide some guidelines and a benchmark which used as comparison material to get an update from research that

has been carried out with the same theme. There are so many previous studies related to this issue.

The first study was conducted by Dinda Arista with the title "The Use of Think-Pair-Share Strategy for Students' Reading Comprehension in Descriptive Text at SMK Kesehatan Pro Skill Indonesia." In this study, the researcher focused on conducting research related to the use of Think-Pair-Share strategy with students as an effort to improve students' reading comprehension skills. In light of the foregoing explanation, the researcher wants to find out further about how Think-Pair-Share can support and improve students' reading motivation and comprehension as well as how the students feel about the method's application in the classroom. Based on the research data, the investigator discovered that the experimental class's post-test mean score was 71.86. Following the data analysis, the researcher discovered that the Think-Pair-Share strategy had a substantial effect on students' comprehension of descriptive texts when reading in the tenth grade at SMK Kesehatan Pro Skill Indonesia. The significance level was $0.00 < 0.05$.[20]

The similarity between the previous research and the current research is that the previous research used the Think-Pair-Share as a strategy to improve students' reading comprehension skills. While, difference between the previous study and the current study is that in the previous study, The design of the research was a quasi experimental research and the researcher analyzed the data with

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[20] Dinda Arista, "The Use Of Think-Pair-Share (Tps) Technique For Thestudents' Reading Comprehension In Descriptive Text At Smk Kesehatan Pro Skill Indonesia" (Skripsi: State Islamic University Of Sultan Syarif Kasim, Riau, 2020). 46.

independent sample t-test by using spss 16.0 version, and the researcher focus on the use of descriptive text in the previous study. Whereas in the current study, researcher used a research design in the form of a one group pretest-posttest design by only using one research class and focusing on the use of narrative text in improving students' reading comprehension skills.

The second study was conducted Diah Nita Azhari Hasibuan under the title "Using Think-Pair-Share Strategy in Improving Students' Reading Skill at Seventh Grade of Junior High School at SMPN 6 Panyabungan in Academic Year 2019-2020" The study's findings demonstrated that the reading abilities of students varied significantly. The pre-test mean was 51.7. Post-test 1 had a mean of 64.2. Post-test 2's mean was 74.8. It showed that the second cycle's mean and scores were superior to those of the first. The proportion of students who received a score higher than 70 increased as well. There were two students (8.3%) who acquired a score higher than 70 on the pre-test. Ten students (41.7%) received a score higher than 70 on the post-test for cycle 1 pupils. In the cycle 2 post-test, 21 pupils (87.5%) received a score higher than 70. To put it another way, the pupils are more enthusiastic and interested in reading the written text during instruction and learning process by used Think-Pair-Share strategy, so it can be conclude that by using the Think-Pair-Share strategy, it was demonstrated that the students reading skills had increased from the first to the last meeting. [21]

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[21] Diah Nita Azhari Hasibuan, "Using Think-Pair-Share (TPS) Technique in Improving Students' Reading Skill at Seventh Grade of Junior High School at SMPN 6 Panyabungan in Academic Year 2019/2020" (Thesis: State Islamic University of North Sumatera, Medan, 2019). 42.

The third previous study was conducted by Rahmat J with the title "The Effectiveness of Think-Pair Share Strategy in Improving Visually Impaired Students' Speaking Skill at SLB-A Yapti Makassar". This study aims to determine whether the Think-Pair-Share (TPS) strategy can enhance the speaking skills of visually impaired students in Grade XI at SLB-A Yapti Makassar during the 2020/2021 academic year and to analyze their perceptions of the strategy. The research employs a pre-experimental design involving one class subjected to the TPS strategy. Both qualitative and quantitative data were collected. The TPS strategy effectively improved the speaking skills of visually impaired students. Significant differences were observed in students' speaking performance between pre-test and post-test scores. The frequency and percentage of higher scores in post-tests compared to pre-tests confirmed the effectiveness of the strategy. However, the implementation of TPS was time-consuming due to the need to accommodate lessons and screen reader usage for the students.[22]

The fourth previous study was from Eka Nurwahyuni with the title "The Effect of Think Pair Share (TPS) Technique Toward the Students' Writing Ability in Narrative Text at the Eleventh Grade of SMA Negeri 3 Metro in Academic Year 2018/2019" This research aims to determine the effect of the Think Pair Share (TPS) technique on the writing ability of students in narrative text at the eleventh grade of SMA Negeri 3 Metro during the 2018/2019 academic year. The research employs a quantitative approach with a pre-test and post-test design. The

[22] Rahmat J, "The Effectiveness of Think-Pair Share Strategy in Improving Visually Impaired Students' Speaking Skill at SLB-A Yapti Makassar" (Thesis: English Language Studies Postgraduate Program Faculty Of Cultural Sciences Hasanuddin University, Makassar, 2021). 55.

population consists of eleventh graders, and the sample includes 30 students. Data was collected through pre-tests and post-tests to measure the students' writing ability in narrative text before and after implementing the TPS technique. The data analysis used a t-test to compare the results of the pre-test and post-test. The results indicate a significant improvement in students' writing ability in narrative texts after using the TPS technique. The t-test analysis shows that the observed t-*value* (tobserved) of 16.591 is higher than the critical t-*values* (ttable) at both 5% (2.045) and 1% (2.462) significance levels. This confirms a positive and significant effect of the TPS technique on students' narrative writing ability.[23]

The similarity between the previous research and the current research is that both of these studies use the same Think-Pair-Share strategy which aims to improve the reading skills possessed by students. While, the difference between these two studies, in the previous study, the data were gathered through quantitative and qualitative data, whereas in the current study, researcher used a research design in the form of a one group pretest-posttest design.

The last previous study was conducted by Neta Melasari entitled "The Use of Think Pair Share Strategy in Teaching English Speaking Skill at Smpn 11 Bengkulu Selatan". This study investigates the use of the Think-Pair-Share strategy to enhance speaking skills among ninth-grade students at SMPN 11 Bengkulu Selatan in the 2021/2022 academic year. The research involves one class of 30 students and aims to examine the learning process and the improvement in

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[23] Eka Nurwahyuni, "The Effect of Think Pair Share (TPS) Technique Toward the Students' Writing Ability in Narrative Text at the Eleventh Grade of SMA Negeri 3 Metro in Academic Year 2018/2019" (Thesis: State Institute For Islamic Studies Of Metro, 2019). 61.

speaking skills through classroom action research. Data analysis reveals an increase in students' speaking abilities across cycles, with average scores rising from 66.5 (pre-cycle) to 71.17 (Cycle I) and 77.5 (Cycle II). Additionally, the percentage of students achieving a score of 75 improved from 53.33% in Cycle I to 100% in Cycle II.[24]

The five previous studies and the current research have several similarities in their approach to enhancing students' reading comprehension skills through the Think-Pair-Share (TPS) strategy. Each study consistently highlights the effectiveness of TPS in improving various language skills, particularly reading comprehension. For example, Dinda Arista's research at SMK Kesehatan Pro Skill Indonesia and Diah Nita Azhari Hasibuan's study at SMPN 6 Panyabungan both utilized the TPS strategy to significantly boost students' understanding of descriptive texts. Similarly, Rahmat J and Eka Nurwahyuni's studies demonstrated notable improvements in students' speaking and writing skills, respectively, by incorporating TPS into their teaching methods. These studies employed a range of experimental designs, such as quasi-experimental, pre-experimental, and pre-test/post-test designs, to quantitatively and qualitatively assess the impact of TPS on students' language skills. The current research aligns with these studies by using TPS to enhance reading comprehension, focusing on narrative texts at SMAN 5 Pamekasan. Both the previous and current studies employ pre-test and

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[24] Neta Melasari, "The Use of Think Pair Share Strategy in Teaching English Speaking Skill at Smpn 11 Bengkulu Selatan," (Thesis: Faculty of Tarbiyah And Tadris University For Islamic Studies Of Fatmawati Sukarno, Bengkulu, 2022). 82.

post-test measures to evaluate student progress, underscoring the consistent and positive effects of TPS on student learning outcomes.

While all studies employ the Think-Pair-Share (TPS) strategy to improve students' reading comprehension skills, there are notable differences between the five previous studies and the current research. The previous studies used various experimental designs, such as quasi-experimental and pre-experimental designs with control and experimental groups or multiple classes. For example, Dinda Arista's and Eka Nurwahyuni's research used quasi-experimental designs with independent sample t-tests, while others utilized pre-test/post-test designs. In contrast, the current study employs a one-group pretest-posttest design, focusing on a single class. Additionally, the previous studies targeted different text types and student groups, including descriptive and narrative texts at different educational levels and contexts, such as visually impaired students. For instance, Rahmat J's study focused on speaking skills, while Eka Nurwahyuni's research targeted writing skills. The current study, however, specifically examines the impact of TPS on students' comprehension of narrative texts at SMAN 5 Pamekasan. This narrower scope and the use of a single class for the pretest-posttest design set the current research apart from the broader and more varied approaches of the previous studies.