

**TEACHING READING COMPREHENSION TO JUNIOR HIGH SCHOOL  
STUDENTS THROUGH THE THINK-PAIR-SHARE TECHNIQUE**

**PAPER**

*Submitted as a Partial Fulfillment of Requirements  
for Strata One (SI) Degree*



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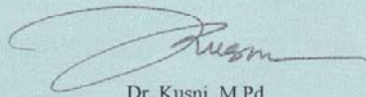
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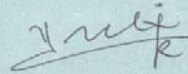
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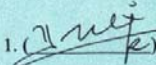
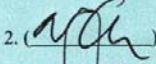

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## ABSTRAK

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Salah satu kemampuan yang harus dikuasai siswa dari pembelajaran bahasa Inggris adalah membaca. Dengan memiliki kemampuan tersebut siswa bisa menambah ilmu melalui pemahaman membaca sebuah text. Pada kenyataannya banyak siswa yang kurang mampu untuk memahaminya. Masalah- masalah tersebut tidak hanya menyangkut para siswanya saja tetapi juga menyangkut pengajarnya. Terkadang siswa malas membaca disebabkan karena tidak adanya kelompok kecil untuk berdiskusi, ketidaksesuaian strategi membaca dengan wacana serta disebabkan oleh teknik mengajar guru yang kurang tepat dan tidak bervariasi, selalu begitu saja sehingga siswa menjadi bosan dan tidak tertarik lagi untuk membaca. Makalah ini ditulis bertujuan untuk menjelaskan teknik “Think-Pair-Share” dalam memahami text bacaan pada siswa sekolah menengah pertama, dimana siswa akan diberi waktu untuk berpikir sebelum berdiskusi dengan pasangannya dan menjelaskan kepada siswa lain jawaban yang dianggap benar. Penulis berharap makalah ini akan bermanfaat bagi guru bahasa Inggris khususnya dalam mengajar membaca sehingga proses belajar mengajar akan mendapatkan hasil yang optimal. Bagi siswa sendiri diharapkan cara ini dapat menarik perhatian dan meningkatkan motivasi belajar mereka.

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Finally, the writer would like to say sorry for any mistakes found in this paper.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Reading is one of language skills that students have to master in order to be successful in learning English. Reading is intended to get information and knowledge from printed material in which most of the knowledge and science are found from it. To achieve this, it is necessary for them to understand reading text. But it is not easy to comprehend that; they should have and know the strategy in reading. The English teacher should facilitate and guide the students to understand the various text.

Considering the importance of reading skill for the students above the government has decided to implement the curriculum that known as KTSP (Kurikulum Tingkat Satuan Pendidikan) in every school level to improve the quality of education. This curriculum focuses on competency and life skills of the students. According to KTSP the students have to achieve certain competencies at the end of learning process. In order to achieve the competencies required in KTSP, a genre based approach is suggested. This approach emphasizes students' mastery in various kinds of genres both oral and written form. There are several kinds of texts that should be learnt like various meanings of interpersonal and transactional texts, functional texts and monolog texts. There are five kinds of monolog or essay reading text which taught at SMP level, they are narrative, descriptive, report, procedure, and recount. The junior high school students should have ability in understanding these texts.

Based on the writer's experience while practice teaching, especially in teaching reading, it was not an easy job for the students to comprehend the text. It was hard for them to get the ideas from the text that they have just read, so that they could not answer all questions given. They did not know where they could get that ideas to answer the questions. As a result, some of the students had low score in reading.

The problem above maybe caused by the students. They have limited vocabularies, so that they do not understand what the text tells about. If the teacher asks them to find that meaning of word in dictionary, they need much time to find it, because they are not accustomed to looking for the dictionary. It is also difficult for them to answer the question which is not in the text, they are only able if the answer is stated in the text.

The other problem is teacher's technique in teaching, some of English teachers apply conventional technique. The teacher sometimes just asks the students to read the text from the English textbook and find the answer the questions given. Sometimes when the students do the activity the teacher lets them do their task by him/her self without guiding them. The teacher just focuses on product than process in learning. Besides that, the teacher does not aware that the students need to interact among them. The teacher seldom asks the students to work together in group discussion to build students' confidence. The activity is not interactive so that it makes the student feel bored. The reading activity become monotonous and boring.

In addition, the problem may come from the material of reading text. Sometimes the teacher gives little attention in selecting reading material that is



beneficial for the students. It will be beneficial if the teacher can provide the students with an appropriate reading material, relevant to students' background knowledge and their level.

From the explanation above, it can be concluded that there are some problems in reading comprehension. It could be from the learner themselves, the teaching material and teaching technique. In order to find ways to solve the problems above, the writer would like to introduce one technique that can help students to improve reading comprehension through cooperative learning type Think-Pair-Share.

Basically, cooperative learning allows the students to become active learners in the classroom, because this method uses a variety of learning activities. Think Pair Share is one of this method that each member of a team allows to be responsible not only for learning what is taught but also for helping teammates learn. Think-pair-share is appropriate technique used for the teacher in junior high school, because this strategy is applicable across all levels. In think-pair-share students are assigned to think silently about their answers first, then ask them to pair up with a partner to compare or discuss their responses. Finally, call randomly on a few students to summarize their discussion or give their answer. The random calls are important to ensure that students are individually accountable for participating. Thus, due to significant of learning and improving reading comprehension, the writer assumes that think-pair-share technique can improve the students' reading comprehension at junior high school students.

## **B. Identification of the Problem**

The gain of reading activities is to get the main idea, it also means to get comprehension of the reading itself. However, there are still problems in comprehending the reading text. Based on the previous discussion, the problems arise because of limited vocabulary, uninteresting material and the conventional techniques in teaching reading.

The conventional technique does not create students' interest to study because it makes them bored. The learning activities are not attractive for them. It makes the students lack of motivation to study. So the teacher must be creative and be able to use appropriate technique in teaching reading. The technique that can be used is using think-pair-share technique.

## **C. Limitation of the Problem**

Based on the problem stated above, the writer only focuses on teaching technique that is using think-pair-share to teach reading comprehension especially for junior high school students.

## **D. Formulation of the Problem**

The problem of this study is formulated in the following question: how can the teacher use think-pair-share technique in teaching reading comprehension?

## **E. Purpose of the Paper**

Through this paper, the writer would like to explain how to use think-pair-share technique in teaching reading comprehension. By using this technique, it is expected that students' reading comprehension will be improved. The writer hopes that this paper will give valuable contribution and input for English teachers

in teaching English especially in teaching reading in order to improve the students' reading comprehension.