USING THINK-PAIR-SHARE STRATEGY IN TEACHING READING NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

Paper

Submitted as a Partial Fulfillment of the Requirements for
Strata One (S1) Degree

by:

Yolanda Marza Ageasta

14018050/2014

Advisor:

Witri Oktavia, M.Pd.

ENGLISH DEPARTMENT

FACULTY LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2018

HALAMAN PERSETUJUAN MAKALAH

Judul   : Using Think-Pair-Share Strategy in Teaching Reading Narrative Text for Junior High School Students

Nama   : Yolanda Marza Ageasta

Nim/ BP   : 14018050/2014

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Bahasa dan Sastra Inggris

Fakultas   : Bahasa dan Seni

Padang,   Agustus 2018

Disetujui oleh:

Ketua Jurusan   Dosen Pembimbing

Dr. Refnaldi, S.Pd., M.Litt.   **Witri Oktavia, M.Pd.**

NIP. 19680301.199403.1.003   NIP. 19821019.201504.2.001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah

Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni

Universitas Negeri Padang

**Using Think-Pair-Share Strategy in Teaching Reading Narrative Text for
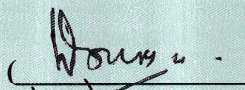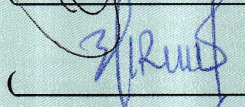Junior High School Students**

Nama	: Yolanda Marza Ageasta
NIM/TM	: 14018050/2014
Program Study	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, Agustus 2018

Tim Penguji   Tanda Tangan,

1. Ketua   : Drs. Don Narius, M.Si.   (   )

2. Sekretaris : Dra. Yetti Zainil, M.A., Ph.D.   (   )

3. Anggota   : Witri Oktavia, M.Pd.   (   )

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Saya yang bertanda tangan di bawah ini:

Nama	:	Yolanda Marza Ageasta
NIM/TM	:	14018050/2014
Prodi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

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Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Saya yang menyatakan,

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301.199403.1.003

Yolanda Marza Ageasta
NIM. 14018050

ABSTRACT

Ageasta, Yolanda Marza. (2018). Using Think-Pair-Share Strategy in Teaching Reading Narrative Text for Junior High School Students

Based on the writer's experience, many students have not interested in reading the text, they do not have motivation in reading and the students become passive in the class. Considering such problem, an appropriate strategy in teaching is needed to help students to improve their ability in reading. This paper aims at explaining how to use think-pair-share strategy in teaching reading narrative text. Think-pair-share strategy has three phases. The students have "wait time" to review their background knowledge about the topic and material. Then, the teacher divides the students to work in pairs after answer the question individually. After that, each of students shares their answer and ideas in pair. Finally, the students present their discussion in front of the class individually. The objective of this paper is to help the students visualize their knowledge in the form of group work and improve student motivation and ability in reading narrative text.

Key words: *Think-Pair-Share, Reading, Narrative Text*

ACKNOWLEDGEMENTS

DEDICATION

All of my work is dedicated to my parents; Marzalinin and Marlinda

–who have inspired, supported and protected me.

I couldn't have done it without them.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

English becomes one of international language which is widely used in many countries in the world. It is the most widely spoken language worldwide with 1.5 billion speakers and English has been assumed as position of the dominant language of global communication (Myers, 2015). English is the language of global terms that need to be developed in every country and it has been taught to all levels of education. According to Thirusaku and Melor (2012:1), English language is made a compulsory subject at all levels of education implying its existence.

In Indonesia, English is considered as the foreign language. Jayadi (2004:1) points out that English as a foreign language is being made as a compulsory subject in secondary schools throughout Indonesia since 1945. In line with Jayadi, Muryani and Iman (2017:43) say that English as a foreign language should be taught, including in high school. Moreover, students are necessary to learn at least three languages; they are mother language, the national language and appropriate foreign language (Marlina, 2012:41). As a result, English is necessary for students in secondary school to learn besides their national language.

English has been decided as a required subject. According to Indonesian Ministry of Education and Culture 2013 Curriculum, English teaching begins from junior high school. Based on KD (base competence), the students are

required to understand the texts, both spoken and written. Thus, students are expected to be able to master English because it is very useful for students in learning process.

There are many language components in English that should be learned and mastered by the students such as grammar and vocabulary. There are four skills in learning English: listening, speaking, reading and writing. One skill of language teaching and learning process in junior high school students is reading. Reading becomes an essential part in learning the language because it provides many opportunities for students to learn such as: vocabulary, grammar, punctuation, meaning of paragraph and texts.

According to Hammer (2007:68), he states that reading is useful for language acquisition. Language acquisition means the process how human acquire to perceive and comprehend the language. Furthermore, he explains that reading also has positive effects on students' vocabulary knowledge and writing. Thus, reading has an important role as a part of language that improves students' ability in the language skills (speaking, listening and writing) for the success of language learning. In reading activity, students do not only read the text, but also try to understand what they are reading.

By reading, the students also can get much information to enlarge their knowledge. Kustaryo (1998:1) also says that reading is one of the most important skills in learning language besides listening, speaking and writing. For Indonesian students this is a bridge to understand books that they have to read. Reading

activity is one way to catch up information, to know enough science concepts, to know more knowledge, to understand scientific books and technology written in English language. In short, reading is an activity by which we can improve our general knowledge, get information and pleasure (Sriwahyuni, et al., 2014:1). Furthermore Grabe and Stoller (2002:3) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately.

Based on the explanation above, the writer can conclude that reading is an important activity that involves thinking process to get information or idea given by the text. Unfortunately, Indonesian students' reading achievement is still low. It is proven by some studies. According to Ribka (2016) based on the investigation of the minister of Culture and Education, reading habit in Indonesia was still low because people in Indonesia have lack of passion in reading (as cited in Muryani, 2017:43). Astiyandha (2013:2) she states that some students have less motivation in reading. In addition, it is difficult to understand what on the reading passage.

Based on writer's experience when teaching in SMK N 2 Painan, the writer found that the problems are faced by some students at first grade in SMK 2 Painan. They have low motivation in reading. When the students do not have good motivation to read, they become not interesting because they must keep on looking the words up in the dictionary to find out the meaning of the words. Then, they always get some difficulties to know the information from the text. As a sequence, most of them became passive in the class, felt bored, and uninterested in learning process.

The teacher needs to do something to solve the problems. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies makes students be more creative and become critical readers. There are some strategies to involve and engage students in reading activities. Collaborative learning is one of the strategies.

According to Laal (2012:491), collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. The students are challenged both socially and emotionally to hear the different ideas, then required to defend their ideas. The students begin to create their own conceptual framework about the topic that will be learned. In collaborative learning, students have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged (Srinivas in Laal, 2012:491).

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together (Smith and MacGregor, 1992:11). Collaborative learning is an essential method that has facilitated the students to work in groups with each other to have their common academic goal (Tint and Nyunt, 2015:1). Overall, collaborative learning is a strategy that motivates the students to work and discuss in groups to achieve learning objectives. There are many strategies in collaborative learning.

They are fishbowl, jigsaw, paired annotation, and think-pair-share (Tint and Nyunt, 2015:3).

In think-pair-share, as one of collaborative learning, students are required to work, share their ideas with others, consider peer responses, and gather in discussion. This strategy is one of the techniques that are expected to be a good answer to increase students' reading ability, especially in narrative text. According to 2013 curriculum, narrative text is taught to the grade eight students of Junior High School students. It means that they have to acquire the competence in reading monolog text.

Narrative text is a text which talks about a story in the past. This text has a lot of messages that unimplied and students need to understand it. According to Wahyuni and Badriah (2015:98) based on their result of observation at MTsN Kunir Blintar, most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic. For example: the topic about politics, economy, social and culture. When they read a long text, they were not so interesting because they do not understand the meaning of the words used in the text. Think-pair-share strategy can help the students to solve this problem.

The focus of this strategy typically to make the students read the texts fluently by themselves. Then, the students understand the purpose and identify the message of the text in pair to make them easy to understand the texts. This strategy gives opportunity for the students to work in a group by following the steps. By implementing this strategy students' participation during the teaching and learning activities was increased (Kurniasih and Mahpul, 2017:8).

Barkley, et al., (2005:151) states that the steps for think-pair-share strategy is think individually for a few minutes, and then discuss and compare their responses with a partner after that sharing with the entire class. According Lyman in Majid, et al. (2013:84), says that think-pair-share strategy (TPS) is a strategy for reading comprehension. It involved three stages of students' action. First stage is to initiate the session where the students are being provoked to think of the problem in hand. Students are given time to think through their own answers. Second stage is the students set the communication environment where the students identify their partners in the sharing session. The last stage, the students can exchange ideas, compare notes and improve their answers.

The previous researches related to think-pair-share (TPS), which was conducted by Wahyuni and Badriyah' (2015:110). Think-pair-share is effective to help the students to increase motivation and solidarity; it can also improve students' reading skill on narrative text. Moreover, Muryani and Iman (2017:48) conclude that TPS can improve students' reading comprehension at SMA LTI IGM Palembang. In addition, TPS could increase the students' ability in reading.

Hence, the TPS improves students' motivation and ability in reading the text. It also increases the students' sense of participation and communication in classroom learning. By using TPS, students are given time to think their own answer before the discussion go on, and the students have the opportunity to share the idea in pairs on with all members of the class.

1.2. Limitation of the Problem

There are many strategies that can be used by students in reading text. In this paper, the discussion is limited to the use of Think-Pair-Share strategy in teaching reading narrative text to Junior High School students.

1.3. Formulation of the Problem

Based on the explanation of the problem, the writer formulated the problem as follows "How to implement Think-Pair-Share strategy in teaching reading narrative text for Junior high school students?"

1.4. Purpose of the Paper

The main purpose of this paper is to explain the steps in implementing Think-Pair-Share strategy in teaching reading narrative text for Junior High School students. In addition, the writer hopes that this paper could help the teacher in using Think-Pair-Share strategy and also makes it potential activities that used in teaching English.