

**TEACHING READING BY USING THINK-PAIR SHARE TECHNIQUE
AT JUNIOR HIGH SCHOOL**

PAPER

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ABSTRAK

Darmiati. 2010. Improving Students' Reading Comprehension Ability through Think-pair-share Strategy to Junior High School. Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa sastra dan Seni Universitas Negeri Padang.

Makalah ini bertujuan untuk menggambarkan pengajaran membaca melalui teknik Berpikir-Berpasangan-Berbagi. Dalam teknik ini, siswa diminta untuk memikirkan bacaan dan pertanyaannya seorang diri dalam tahap "Berpikir", kemudian siswa mendiskusikan ide-idenya dengan temannya dan memilih ide-ide terbaik mereka dalam tahap "Berpasangan". Pada tahap "Berbagi" siswa dan pasangannya membagi ide-ide mereka dengan siswa sekelas.

Dengan menerapkan teknik ini di kelas, diharapkan pengajaran membaca bisa lebih menarik karena siswa belajar dengan berbagai situasi, yaitu belajar sendiri, berpasangan dan belajar dengan seluruh siswa di kelas. Siswa diharapkan juga bisa lebih aktif karena setiap tahap menuntut siswa untuk berperan aktif baik dalam memikirkan bacaan dan pertanyaannya seorang diri, berdiskusi dengan pasangannya, serta berbagi ide-ide dengan seluruh siswa di kelas.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading is one of skills in language that is very important in humans' life. Through reading, people know events that occurred in the world, get information from many kinds of sources, and also know the way how to do something. Nowadays, many kinds of texts are written in English. For example: in economics such as label at the products of medicines, foods, drinks, and in electronic tools. advertisements in magazines, newspapers, and brochures. In education, there are many sources of information and knowledge written in English and to understand the texts well, reading skill is needed.

In junior high schools, reading skill is taught among listening, speaking, and writing skill in English. Reading is taught as reading aloud and reading comprehension. The aim of teaching reading aloud is to enable the students to read texts in good pronunciation, rhyme, and intonation. Whereas the aim of teaching reading comprehension is to enable the students to understand and get the meaning of texts, both the aims are useful for students in their studies and in their future lives.

School based curriculum (KTSP 2006) as the curriculum of schools in Indonesia states that teaching language especially English is hoped to help students to know themselves, their own culture, and other people' culture. It also

for helping students to be able to give opinion, tells their feelings, cooperate with others, and make imagination.

Based on this curriculum, there are four literacy levels in learning English. They are performative, functional, informational, and epistemic. The level for junior high school students is functional. In this level, students are hoped to have ability to use English for reading advertisement, instructions, and other kinds of text. There are four kinds of text which are taught to junior high school students, they are transactional, interpersonal, functional, and monologue text. Functional text consists of letter, short message, shopping list, advertisement, announcement, notice, label, caution, and etc. Monologue text consists of descriptive, report, recount, narrative, and procedure. All kinds of these texts are found in daily life.

Based on the writer's experience in teaching English, especially in reading, to achieve the aim of the curriculum is not an easy job. Many students still find difficulties in comprehending the reading texts. These difficulties may be caused by two factors, students and teacher's factors. From students' factors, these are some causes: such as lack of vocabulary, lack of grammatical knowledge, lack of exercises, and lack of motivation. From teacher's factors these difficulties might be caused by teaching method, teaching technique, and teaching media. Many teachers do not know what are kinds of method that can be used in reading, kinds of techniques that can stimulate students to read, and interesting media in teaching reading.

To solve the problems above, it needs hard efforts from the teachers. In the writer's class, teaching reading especially reading comprehension ran without enthusiastic from the students. Just a few of students were active and there was no question or discussion about topic of the text that came from the students. They just answered the questions which were given by teacher, so the process of teaching and learning could not rise up students' critical thinking skills. Meanwhile Linse (2005) states that reading comprehension refers to reading for meaning, understanding, and entertaining. It involves higher-order thinking skills and is much more complex than merely decoding specific word. Teaching how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. It means that teaching reading comprehension is not easy.

There are many strategies that teacher can use in teaching reading comprehension, They are classroom assessment techniques (CATS), cooperative learning strategies, using questions (reciprocal peer questioning and reader's questions), conference style learning, use writing dialogues, think-pair-share technique, and etc.

In this paper the writer tries to discuss think-pair-share in teaching reading comprehension because in this technique, students have many opportunities to express their ideas or opinions. They are first, students think about their ideas individually in "think" step. Teacher provides enough time for students to do this activity. Second, student discuss his/her ideas to his/her friend

in “pair”. Then, they share the result of discussing to other students in the classroom in “share”

The writer uses report text in modeling because .the text can be found easily in daily life such as newspaper, electronic media like TV, radio, internet, and so on. In this paper, the writer will describe the technique of think-pair-share in teaching reading at junior high school.

1.2 Identification of the Problem

Based on the background of the problem above, there are many factors that cause problems in reading, These difficulties may be caused by two factors, students and teacher’s factors. From students’ factors, these are some causes: lack of vocabulary, lack of grammatical knowledge, lack of exercises, and lack of motivation. From teacher’s factors these difficulties might be caused by teaching method, teaching technique, and teaching media.

1.3 Limitation of the Problem

Based on the identification of the problem above, about the techniques of classroom assessment techniques (CATS), cooperative learning strategies, using questions (reciprocal peer questioning and reader’s questions), conference style learning, use writing dialogues, think-pair-share technique. The writer uses think-pair-share technique. This paper will limit of the material about how to use think-pair-share technique in teaching reading at junior high school.

1.4 Formulation of the Problem

The formulation of the problem in this question:

“How can the teacher use think-pair-share technique in teaching reading at junior high school?”

1.5 Purpose of the Paper

The purpose of this paper is to explain and give information about how to use think-pair-share technique in teaching reading at junior high school.

1.6 The Significance of the Paper

This paper provides readers the technique in teaching reading. This technique would give variation of learning reading for students. The activities in this technique give students many variation of learning. They learn individually, in pairs, and with the whole class.