

CHAPTER I

INTRODUCTION

A. Background

Think pair share is kinds of cooperative learning that suitable to be used in teaching reading. Robb (2003) argued, “Think-Pair-Share is a great strategy for teaching students how to slow down their reading and really understand the content” (p. 2). This technique gives the students an opportunity to think the ideas individually. Then they can discuss in pair and they can develop their ideas. Finally, they share their discussion result in front of the class.

The process of using think pair share technique applied in teaching reading requires to be reflected. The role of reflection is help the teachers to define the weaknesses along with the strengths. The use of think pair share on teaching reading is still being a controversy. In addition, there is criticism to think pair share that it is not efective to use on teaching reading. Lymann (as cited in Diayah et al. p. 43, 2013) described :

Not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given, there is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs.

In contrast with the theory above, Arrends (2012) described :

Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole-group settings, and it has

built-in procedures for giving students more time to think and to respond and to help each other (p. 350).

It means, think pair share is an effective and simple technique to make learners easier, in many ways to think, many ways to pair up, and many ways to share with the class easier, and it encouraged the students to be more active in teaching learning process.

This research is relevant to the previous study conducted by Sugiarto and Sumarsono (2014). Their emphasized that there is a significant improvement in term of students' ability in reading English narrative text after they were treated using think pair share technique. Another relevant study conducted by Fauziyanty and Istianah (2013). Their emphasized that there was a significant effect of using Think Pair Share technique on the students reading comprehension achievement (p.47). Linked to the previous studies. The present study focuses on the implementation of using think pair share technique on teaching reading. It fills the gap of the previous studies.

Based on the previous explanation, this research needs to be conducted to reflect how the impenmentation of using think pair share on teaching reading in order to help his find the effective ways in teaching learning activities, and the purpose of this research is to reflect my own teaching practice, and to define the weaknesses along with the strengths.

B. Formulation of the Problem

Based on the background of the problem, the researcher formulates the research problem “how is the implementation of using think pair share technique on teaching reading?”

C. Operational Definitions

To avoid misinterpretation, the terms related to the topic of this research are explained, as follows:

1. Teaching Reading : It is a process to help students find the main idea and the specific information from the text, construct meaning and conclude the text.
2. Think Pair Share : A technique in which the students think about the issues provided by teacher. Then, they exchange or discuss the ideas with their partner and finally they present their work in front of the class.

D. Aim of the Research

The aim of this research is to reflect the implementation of teaching reading by using think pair share technique at one of the senior high schools in *Tasikmalaya*.

E. Uses of the Research

Hopefully, the result of this research will provide benefits, as follows:

1. Theoretical use

To develop the theories that has already been exist, particularly the theory of reading comprehension and think pair share technique.

2. Practical use

To give the information for the English teachers to use think pair share technique to teach reading comprehension.

3. Empirical use

To add the writer's experience about scientific writing specifically on the use of think pair share technique on students' reading comprehension.