CHAPTER I

INTRODUCTION

1.1. Background of the Study

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central development. It can support them learning all subject matters. English is one of international language. This language is used all over the world.

In learning English language, there are four skills that should be taught to students. They are listening, speaking, reading, and writing. Among those four skills, reading is one of the four language components that should be mastered by students. Mastering reading skill also becomes a must for all of the students who are studying English as a foreign language. Reading is an activity process to obtain information. By reading we can know something that we don't know yet, reading also provides broad insight into our knowledge. Without reading, the students could not enlarge their knowledge, open the window of the world, access information technology deeply.

The reading has a very important social role in human life of all time. Which is used by the reader to obtain information messages, which will be conveyed by the author through the medium of words or written language. Fluent readers create hypothesis about the text that they are will read based on what they have read, their knowledge in that field, and their knowledge of the language.

In addition, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is also needed in every level of field of study. Particularly in cases where students need to read English materials for their own special subject. Reading is the most important skill of all for most students of English throughout the words. It means that they are not only expected to understand the structure but also to comprehend the meaning of the text. By reading the students are able to access much information which might have otherwise been unavailable, especially English textbook.

Based on observation, interview in pre-research at SMA Nurcahaya Medan, there are many students thought that reading was the most difficult part when learning English because they had problems when they read English text. The students were not enthusiastic and interested in learning reading. Moreover, they looked like sleepy and bored during the lesson. Most of the students still got difficulties in comprehending English texts. They found it difficult in comprehending a text when finding many new words. The students also tended to be passive during the teaching and learning process. They did not actively engaged in the learning activities.

Think-Pair-Share (TPS) technique is one of the Cooperative Learning Strategies. TPS is a group discussion which students will listen or they will be given a question of presentation. Then, they have time to think individually, talk with each other in pairs, and finally share responses with the larger group (Lyman, 2011). TPS technique gives student time to think about an answer and activates

prior knowledge. TPS technique enhances students' communication skills as they discuss their ideas with their classmates.

With TPS technique, students were given time to through their own answer to the questions before the questions were answered by other peers and the discussion moves on. Students also had the opportunity to discuss with another student about their response before being asked to share ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

This technique help students become active participants in learning process. Think-Pair-Share students with (a) "think-time", a period to reflect and compose their answer, (b) behavioral rehearsal time, a period to practice stating their thoughts with a classmate, and (c) fine safe options including sharing the thoughts of a learning partner (Lyman, 2011). From all of some activities in this strategy teacher hope the students improve their skill especially for reading. Although this strategy can help to solve these problems but the teacher should be active here is then the students. Also the teacher should be more creative.

Based on the descriptions above the researcher is interested to do the Class Action Research which tittle "**The Implementation of Think-Pair-Share (TPS) Technique to Improve Students Reading Skills in SMA Nurcahaya Medan**". The researcher seek to resolve the problem by using the action research at tenth grade of senior high school at SMA Nurcahaya Medan by implementation TPS technique.

1.2. The Problem of the Study

Based on the background of the study above, the problem of the study is as follow :

1. Howis the use of TPS techniquein improving students' reading skill of the tenth grade students at SMA Nurcahaya Medan?

2. How can TPS technique improve the students reading skill of the tenth grade students at SMA Nur Cahaya Medan?

1.3. The Objective of the Study

Based on the problem of the research the objective of this study with the stated problem in :

1. To desribehow the use of TPS technique in improving students' reading skill of the tenth grade students at SMA Nurcahaya Medan.

2. To know the improvement of students reading skill through TPS technique of tenth grade students at SMA Nur Cahaya Medan.

1.4. The Scope of the Study

There are many kinds of teaching reading skills. However this study focused on Think-Pair-Share technique. The teachers are able to motivate their students' reading by giving Think-Pair-Share technique to increase students' reading skill. This study is limited on the using of Think-Pair-Share as a technique to increase the reading skill of students. This is conducted by classroom action research.

1.5. The Significance of the Study

By conducting this study, the Researcher hopes that the results of this study give contribution to the reader especially:

1. Theoretically

   The result of this study is to develop knowledge and science, also give beneficial contribution. Especially, for English knowledge, about teaching and learning in reading skill.

2. Practically

   a. English Teacher

      Using this strategy teacher will get a new experience in their processes in teaching and learning. They will get easiness to teach reading.

   b. Students

      They can improve their skill in reading, by themselves. When reading they cannot plague other creature but they can do it by themselves.

   c. Researcher

      It can improve the reading experience and have good understanding in English, mainly in the students' reading skill using this strategy.

   d. Other Researcher

      This research hopefully will be useful for the other researchers who are interested in research using the same theory.

CHAPTER II
REVIEW OF LITERATURE

2.1. Theoritical Framework

2.1.1. Reading

There are many definitions of reading accepted from some Researchers. According to Klingner (2017) reading is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Alderson (2010) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2013) reading is the process of making sense of words, sentences and connected text. He says that reasing is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

From the definitions above, reading can be concluded as the ability to find the stated or unstated Researcher's idea in the text. The essence of readingcomprehend is understanding all information delivered by the Researcher. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

2.1.2. Teaching Reading

Kimbly and Garmezy in Brown (2010) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2010) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

1) Teaching Reading

In teaching reading, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2010), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2010).

b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc). (Brown, 2010).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2010)

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives

readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2010)

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2010)

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2010).

g) Guessing when you are not certain

Brown (2010) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

(1) guess the meaning of a word,

(2) guess grammatical relationship (e.g., a pronoun reference),

(3) guess a discourse relationship,

(4) infer implied meaning ("between the lines"),

(5) guess about a cultural reference, and

(6) guess content massages.

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2) The Principles of Teaching Reading

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom. According to Richards and Renandya (2012), there are ten teaching principles that may be appropriate in teaching reading that is summarized below.

a) Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b) Encouraging risk-taking

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using

fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c) Building students' self confidence

Teacher need to build the students' confident in studying English because self confident is one of important factor which influents the students' success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d) Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e) Promoting cooperative learning

In studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the

students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f) Encouraging students to use right-brain processing

In studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g) Promoting ambiguity tolerance

Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h) Helping students use their intuition

Making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors.

i) Getting students to make their mistakes work for them

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self learning activities are the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

j) Getting students to set their own goals

Setting the students' own goals are good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit" work.

These are the ten principles which can be implemented in the teaching reading in the classroom. Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement. From ten principles above, the researchers use and maximize the fifth principle, that is, promote cooperative learning especially jigsaw technique as the limitation and the need of the first year students in SMA Nurcahaya Medan.

3) Components in Teaching Reading

   a) The goals of the learning

   There are two goals can be achieved by the students, those are long- and short-term goals. According to Brown (2010), long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week. The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

   b) Teacher

   There are some aspects which have to pay attention when talking about teachers. However, this part focuses on characteristics and roles of teachers. According to Allen (cited in Brown, 2010), there are some characteristics of good language teachers. Firtsly, the teachers should love and comprehend English language such as listening, speaking,

reading, and writing. Secondly, they understand and use a wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management, adapt textbook material and other audio creatively, enjoy people, and show enthusiasm. In a classroom, teachers' roles can influence activities. It means that the teachers change from one activity to another. If they are fluent at making these changes, the effectiveness as the teachers is greatly enhanced. These are roles of a teacher:

(1) Controller

Teachers as controller are always needed in the class activity when the teacher teaches the students. A controller determines what the students do, when they should speak, and what language forms they should use (Brown, 2010). In addition, Harmer (2011) states that a controller takes the roll, tells the students things, organizes drills, and reads aloud.

(2) Organizer

Teachers should be good organizer. It means that the teachers should organize the students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop (Harmer, 2011). The first thing that has to be done by the teachers is that they need to organize students so that the students are involved in the activity. To do this,

the teachers can create fun activity, such as playing games. Next, the teachers give any necessary instructions, and say what students should do first and next. These are important steps so that the students know what should be done in the activity. The teachers should give demonstration or an example to do the activity clearly. If the students have understood, start or initiate the activity. The teachers can stop the activity when the students have finished. The last one, the teachers give feedback about language use. It is because the students can know which one is right or wrong in doing the activity.

(3) Observer

In a classroom, teacher does not only teach the students but also observe them. It is aimed to give them useful feedback. In the classroom observation, the teachers watch students' learning process in order to judge the success of different materials and activities. The teachers can make changes in the future if the activities are not appropriate to the students' needs (Harmer, 2011).

c) Students

Students can learn language well, get good mark, pass exam if they study hard and have motivation. Brown (2010) states that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. Motivation can come from outside or inside.

Harmer (2011) states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

d) Interesting activities and materials in the class

The students tend to study and involve in the reading class when they get interesting activities and interesting subjects that they learn in the class (Brown, 2010). The teacher can use the different activities that can make the students interest to join in the reading class. Using the interesting activities and materials will make the students like the reading class and enthusiastic to learn the subject that we give. The teacher also can use some media that can make the lesson become interesting.

e) Media

Definition of media proposed by many experts, Kemp (2017), for example, says that media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make the students motivated to learn something and to make clear the content of a subject. He also adds that media as any tools, methods and technique used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Here media can be anything, material and non-material, physical, and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about. In this globalization era, many

schools use technology as teaching media to support the teaching and learning process. It also happens in the English language teaching-learning process. According to Brown (2001:143), an educational institution has a promising new technology that could offer linguistic input and output, feedback, students' collaboration interactivity, and fun.

f) Evaluation

In education, evaluation is defined as the process of obtaining information and using it to come to some conclusions which will be used to take decisions whether the students have understood the materials given by the teacher or not. It is also used to measure how far the students master the materials from the learning process in the classroom.

4) Teaching Reading in Senior High School

The principles of teaching reading in English lesson of senior high school students according to BSNP are important in this study since the Researcher will design reading materials for the first year students in SMA Nurcahaya Medan based on the curriculum used nowadays, 2013 curriculum. The level of English accomplishments of senior high school students should achieve three levels, namely performative, functional, and informational. The focus of English lesson in senior high school is to achieve informational level, since the students are prepared for continuing their study to a higher education level. From what is described in BSNP (Badan Standard Nasional Pendidikan) that the aims and the scopes of English lesson in senior high school are described in the following section:

a) The aims of English lesson in senior high school are:

   (1) Developing communication competence in oral and written form to reach the level of informational literacy

   (2) Having awareness about the nature and importance of English for improve the nation's competitiveness in the global community.

   (3) Developing an understanding of students about the relationship between languages with culture.

b) The scopes of English lesson in senior high school are:

   (1) The ability to understand written texts to achieve informational level

   (2) The ability to understand various short functional text and monologues in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition , and spoof.

c) Text types

In teaching reading class, the teacher introduced the text types based on curriculum in SMA Nurcahaya Medan, the text types for the second grade in the first semester were report, narrative and analytical exposition texts. In the second semester were narrative, spoof, and hortatory exposition. In this research, the researcher taught the students the narrative and analytical exposition text in the class as the English teacher suggests.

(1) Narrative Text

The narrative scaffold is a guide for constructing piece of text narrative. According to Anderson (2017), there are the activities to teach narrative text. He says that narrative text have five main parts. They are:

(a) Orientation

In this paragraph, the teacher tells the students who is in the story, when it is happening, where it is happening and what is going on.

(b) Complication

This is the part of the story where the teacher tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

(c) Sequence of events

This is where the teacher tells how the characters react to the compilation. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The students are given the teacher point of view.

(d) Resolution

In this part of the narrative where the compilation is sorted out or the problem is solved.

(e) Coda

The teacher includes a coda if there is to be a moral or message to be learned from the story.

(2) Analytical Exposition Text

According to Anderson (2017) an exposition text is a piece of text that present one side of an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument. Exposition text is one of persuasive texts and it is studied in two types; analytical text and hortatory text. There are three steps in constructing an analytical exposition text. Those are:

(a) An introductory statement / thesis

It presents the Researcher's point of view and previews the arguments to be presented.

(b) A series of arguments

It aims to persuade and convince the reader.

(c) A conclusion

It sums up arguments and reinforces Researcher's point of view.

2.1.3. Reading Skill

Reading is one important skill in learning a language. Although people read many kinds of reading materials and have interest in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written. There are some of things you may have written: (1) reading is a form of communication, using written language or symbols (text), (2) reading is two-way communication between an author and a reader, (3) reading is interpretation and understanding, (4) reading is a process, and (5) reading is thinking (Daiek and Anter, 2014).Reading as interpreting means reading to a written text as a piece of communication. She also states that in order word, reading is communicative intent on the Researcher's part that the reader has some purpose in attempting to understand (Wallace, 2016).

Reading is a complex "cognitive process" of decoding symbols in order to construct of derive meaning (reading comprehension). Reading is a means of language acquisition, communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the readers priot knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Daulay, 2018).

According to Aebsold and Field, that reading is something which people look at the text and assign to the written symbols in that text. The text and the reader are two physical entities necessary for the reading process to begin (Aebersold and Field, 2017).Another expert said that reading is a powerful activity that covers knowledge, insight, and perspective on readers. Those who

grow up in homes where reading is seldom seen have a very different view of the value of reading (Heath, 2013).In the most general terms, it can be concluded that reading involves the reader, the text, and the interaction between reader and text.

Based on the definitions above, it can be concluded that reading is active process, not a passive process. A written text is a piece of communication has two matters which play an important role on obtaining information from written symbols and understanding the meaning of written forms. Reading is the interaction between the text and the reader that they are the two physical entities that are necessary for the reading process to begin. Reading is a powerful activity that covers knowledge, insight, and perspective on readers. Reading involves the reader, the text, and interaction between reader and text.

2.1.4. A Construct for Reading Skill

From the explanations above, it can be concluded that reading skill is an activity and active mental process of understanding literal and implied meaning. This activity involves understanding general ideas, understanding specific information and making inferences. In other words, reading is complex cognitive process which consists of receiving information, understanding, interpreting, and evaluating the meaning from the written or printed language. Reading is an active process, not a passive process that a written text as a piece of communication. It has two matters play important role on obtaining information from written symbols and understanding the meaning of written forms.

There are many aspects of reading ability. In this research, the researcher limits the aspects of reading ability as follows:

1) Infer meaning of the words;

2) Identify the main idea of the text;

3) Identify referent of the text;

4) Find implicit information of the text;

5) Determine the explicit information; and

6) Identify communicative purpose of the text.

2.1.5. The Purpose of Reading

Wallace describes that reading has three main objectives, they are (Wallace, 2016) :

1) Reading for survival

   It means reading a text that is very crucial for life, for example an instruction sign. Survival reading serves immediate needs.

2) Reading for learning

   It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to "translate" the text literally or metaphorically, to learn vocabulary, to identify "useful" structure or collocations, to use a text as a model for writing and to practice pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of text.

3) Reading for pleasure

   Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read narrative text.

From the purpose of reading above, the researcher used reading for learning in SMA Nurcahaya Medan. It is intended to support learning. The students need to "translate" the text literally or metaphorically, to learn vocabulary, to identify "useful" structure or collocations, to use a text as a model for writing and to practice pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of text. It is expected to solve the reading's problem of the students.

2.1.6. The Ways of Reading

Grellet defines for main ways to improve students' reading skillin reading, they are (Grellet, 2018):

1) Skimming

    Brown states that skimming is the process of rapid coverage of reading matter to determine its gist or main idea.Know roughly what a text is about, we read it through quickly. We let our eyes run over it. Then, we should have the gist that is the general meaning without any of the details.

2) Scanning

    Brown states that scanning is a strategy used by all readers to find relevant information in a text.It is a reading technique used only when we need to find answer to specific questions. Often the answers are short and factual and may be numbers or names.

3) Intensive Reading

    Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This kind of reading,

which seeks to grasp the whole message, including both arguments and supporting details, encourages careful, literal processing of text.

4) Extensive Reading

Extensive reading is reading longer text usually for someone's pleasure, this is a fluent activity, mainly involving, global understanding.

Based on the ways of reading above, the researcher used Skimming, Scanning, Intensive Reading, and Extensive Reading. Skimming is used to find the main idea of the text; scanning is used to find explicit information, then intensive reading is used to find the word meaning, reference, implicit information, and communicative purpose of the text, and the last extensive reading is used to understanding the meaning. They are appropriate to improve reading skill of the seventh grade students of the SMA Nurcahaya Medan.

2.1.7   The Models of Reading

Barnett provides a thorough summery of models of reading. There are three models of how reading occurs (Barnett, 2018):

1) The Bottom-up theory

Argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware how it operates. Deciding is an earlier term for this process.

2) The Top-down Theory

Argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of

the vocabulary, they continue to read as long as the text confirms their expectations. The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.

3) The Interactive school

Of theorists, which most researchers currently endorse-argues that both top-down and bottom-up process are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the readers' background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

The researcher used The Interactive School Processing in reading approaches. The interactive model combine top-down and bottom-up skills. Top-down processing may be easier for the poor reader who may be slow at word recognition but has knowledge of the text topic. While Bottom-up processing may be easier for the reader who is skilled at word recognition but does not know much about the text topic. The interactive model view reading is the interaction between reader and text. It is appropriate with the technique used in this research.

2.1.8   The Phases of Teaching Reading

According to William there are three main phases needed to be followed in reading activity, namely (William, 2011):

1) Pre-reading

This phase is aimed to introduced and arouse learners' involvement, interest, and motivation in the topic. In this phase, teachers present activities that activate and build up background knowledge, while at the same time helping with vocabulary development, and trying to arouse learners' interest.

2) While-reading

The main goals of while-reading phase are strategy and skill practice, and linguistic development, as well as helping learners to understand the Researchers' purpose, and the text structure and context. Some activities like answering comprehension question, completing diagrams or maps, making lists, and taking notes are while reading type work.

3) Post-reading

This last phase is aimed to consolidate what has been read with learners' knowledge, interest, or ideas. To achieve this objective, the teacher should give activities that contribute to the integration of reading with other language skills, for example, listing fact, summarizing, describing or providing information, discussion, etc.

The other expert, Wallace mentions that there are three stages in reading activities in the classroom as describes below (Wallace, 2016):

1) Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. Traditionally this type of

question followed the text and was designed to test comprehension, but in more recent materials questions often precede the text and function as scanning task-that is the learner reads the text quickly in order to find specific information related to the question.

2) While-reading activities

Generally the purpose of while-reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and Researcher.

3) Post-reading activities

Usually, kind of post-reading activity consists of questions which follow a text.

In conclusion the researcher will use three stages in reading activities in the classroom, they are Pre-reading, While-reading, and Post-reading.

2.2. Concept of Think Pair Share (TPS)

2.2.1. Definition of Think Pair Share (TPS)

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a

response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task (Robertson, 2016).

Think pair share is a cooperative discussion strategy developed by Frank Lyman in his colleagues in Maryland. They get it name from the tree stages of student's action, with emphasis on what students are to be doing at each of those stages. (1) Think, the teacher asked the students' thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. (2) Pair, using designated partners nearby neighbours or a desk mate, student's pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class.

Think-pair-share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Defined by Ledlow Think-pair-share is a low-risk strategy to get many students actively involved in classes of any size. Ledlow also declared that think-pair-share technique in education is also about (Ledlow, 2011):

1) Think

Students think independently about the question that has been posed, forming ideas of their own.

2) Pair

Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

3) Share

Each student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks to the students to think about the specification of topic, pair with another student to discuss their own thinking, and then share their ideas with the group". Think, Pair, Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many Researchers in the field of co-operative learning since then. It introduces into the peer interaction element of cooperative learning the idea of 'wait or think' time, which has been demonstrated to be a powerful factor in improving student responses to questions (Kagan, 2010).

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is ones of the foundation stone for the development of the co-operative classroom.

Think-pair-share is a cooperative discussion strategy that provides structure in the classroom while allowing students "think time" to internalize content.

Students follow a prescribed process that keeps them on task and holds them accountable for their results.

2.2.2. The Application of TPS

These are some techniques to apply this strategy by some references. Technique to use it from teacher vision (Lyman, 2011):

1) With students seated in teams of 4, have them number them from 1 to 4.

2) Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)

3) Give students at least 10 seconds of think time to THINK of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")

4) Using student numbers, announce discussion partners. (Example: For this discussion, Student 1 and 2 will be partners. At the same time, Student 3 and 4 will talk over their ideas.)

5) Ask students to PAIR with their partner to discuss the topic or solution.

6) Finally, randomly call on a few students to SHARE their ideas with the class.

The "think" step may require students merely to be quiet for responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

The think-pair-share strategy is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

Steps in do TPS strategy: decide on how to organize students into pairs, pose a discussion topic or pose a question, give students at least 10 seconds to think on their own. ("Think time"), ask students to pair with a partner and share their thinking, call on a few students to share their ideas with the rest of the class (Hasibuan,   2019).

Applications of TPS from Hasibuan (2019) that explain too about steps of application in TPS:

1) Before a lesson or topic to orient the class (previous knowledge etc).

2) During teacher moodeling or explanation.

3) Any time, to check undestanding of material.

4) At the ens of a teacher explanation, demonstration etc, to enable students to cognitively process the material.

5) To break up a long period of sustained activity

6) Whenever it is helpful to share ideas

7) For clarification of instruction, rules of a game, homework etc.

8) For the beginning of a plenary session.

2.2.3. The Purpose of TPS

This purpose make to tell the user that think pair share strategy have purpose itself. According to Hasibuan (2019) there are some purpose of Think Pair Share:

1) Processing information, communication, developing thinking.

2) Providing "think time" increases quality of student responses.

3) Students become actively involved in thinking about the concepts presented in the lesson.

4) Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students

time to "think-pair-share" throughout the lesson, more of the critical information is retained.

5) When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage

6) Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

7) Think-Pair-Share is easy to use on the spur of the moment.

2.2.4 The Advantages of TPS

Advantages or benefit here for give the user in use this strategy. Also give score plus for this strategy with aim it is constantly use by every teacher that need help in teaching and learning process. Some benefits of using TPS strategy:

1) Students Benefit

With Think-Pair-Share, students are given time to think through their own answers to the questions before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning. As a Cooperative Learning strategy, Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

2) Teacher Benefit

Students spend more time on task and listen to each other more when engaged in Think-Pair-Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students' responses also improves. Based on the explanation above, it concluded from Bell that the benefits gained from TPS technique are (Bell, 2018):

a) It's quick since it doesn't take much preparation time.

b) The personal interaction motivates many students with little intrinsic interest in the subject taken.

c) Multiple kinds and levels of questions can be asked.

d) It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.

e) Teachers can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end.

f) Teachers can do think-pair-share activities once or several times during a given class period.

Seeing the idea above, this kind of technique is suitable to be implemented in the teaching and learning process since it has many benefits either for both teachers and students.

2.2.5 The Disadvantages of TPS

In spite of the advantages, the Think-Pair-Share technique also has some disadvantages, they are as follows:

1) Not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given.

2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs.

To anticipate the disadvantages are by giving the students time limitation to do the exercises given by the researcher so there is no chance for them to discuss out of the topic. The second is the researcher must be known the students reading achievement by giving pretest first. So it can be seen how many students in high and low achiever. Then, the researcher can divided the high and low in one group

2.3. Conceptual Framework

From the definition of reading skill, it is revealed that reading activities are mostly aimed at attaining information, idea or message expressed by the Researcher through writing. A reading activity is started by decoding or perceiving the written language. A reader needs to recognize the word meanings in the passage.

In the teaching and learning process, the selection of the appropriate strategy and technique is important in determining the success of its process. The appropriate strategy can generate the students' motivation on the reading subject. So, the selected teaching and learning strategy is important. It also will influence the students' motivation in learning reading.
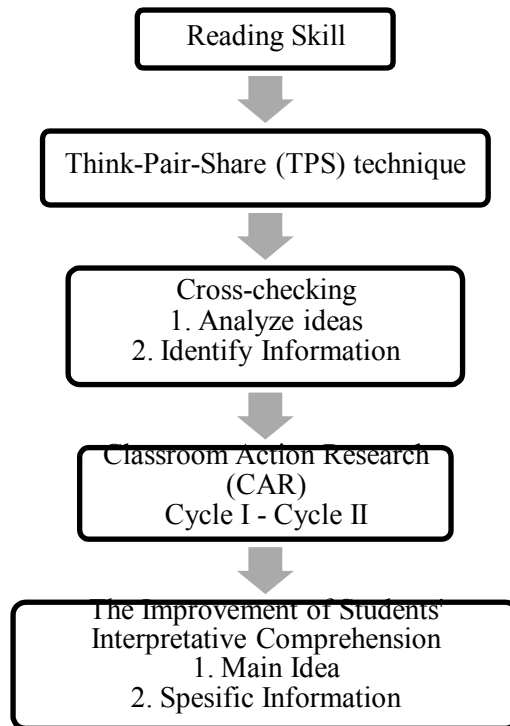
In this case, the teacher has responsibility to make the students being interested and motivated in learning process, especially in reading lesson. The teacher has to use the suitable and interesting technique to teach reading, in order

to make the students want to learn, enjoy the reading learning, easy to understand the materials, and improve their reading skill.

Based on the statement above, the researcher tries to improve the students' reading skill by implementing the Think-Pair-Share technique. The Think-Pair-Share technique is one of the strategies that can increase the students' reading skill.

The Think-Pair-Share technique is designed to be implemented in English teaching and learning process including reading. Think-Pair-Share technique also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process of reading, the Think-Pair-Share that can increase students' involvement. It encourage the students to actively involved in classroom activities. So, through the Think-Pair-Share technique the interaction between the teacher and the students and among the students can be improved too.

Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in improving the students' reading skill at tenth grade of SMA Nurcahaya Medan through the Think-Pair-Share technique.

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                    ┌─────────────────────────┐
                    │      Reading Skill       │
                    └─────────────────────────┘
                                 ▼
        ┌─────────────────────────────────────────┐
        │     Think-Pair-Share (TPS) technique      │
        └─────────────────────────────────────────┘
                                 ▼
          ┌───────────────────────────────────┐
          │          Cross-checking            │
          │         1. Analyze ideas           │
          │       2. Identify Information      │
          └───────────────────────────────────┘
                                 ▼
          ┌───────────────────────────────────┐
          │   Classroom Action Research        │
          │             (CAR)                  │
          │        Cycle I - Cycle II          │
          └───────────────────────────────────┘
                                 ▼
         ┌────────────────────────────────────┐
         │   The Improvement of Students'      │
         │    Interpretative Comprehension     │
         │           1. Main Idea              │
         │       2. Spesific Information       │
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Figure 2.1   Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The design of this study is collaborative classroom action research (CAR). It will be done in some cycles with the topic descriptive writing skill used. The researcher used collaborative Classroom Action Research (CAR) by Kemmis and Taggart theory (Kemmis and Taggart, 2018). In this research, the researcher collaborated with the collaborator teacher. In this case, the researcher used the modified collaborator teacher strategy, the researcher as the teacher and the teacher as the observer. This matter is meant that the strategy of study which selected goes or run well and as according to expectation.

In this classroom action research (CAR) the researcher used the spiral model as suggested by Kemmis and Taggart which consist of cycles. This model consist of four steps, they are : step 1 is planning, step 2 is acting, step 3 is observing and step 4 is reflecting.
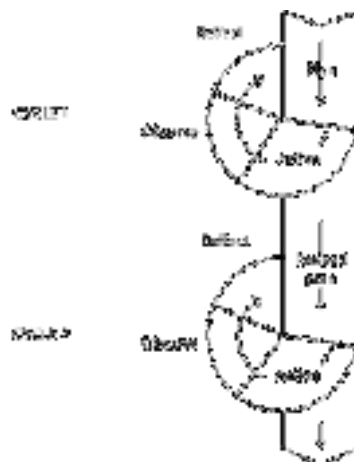
Figure 3.1
Classrom Action Research Model from Kemmis and Taggart

Kemmis and Mettagart states that there are four stages of action research. There are:

1. Planning is arrangement for doing something. Considered in advance it is purposed for the teacher as a hand book which is used in classroom to show the action, planning must be flexible because it depends on circumstance and curriculum.

2. Action in the process of doing things, it is implementation of planning the researcher should be flexible and welcome to the changing situation in the school, and then action should by dynamic, need immediately decision for what will be done, and completed simple evaluation.

3. Observation is purposed to find out information of action, such as the student's attitudes even the obstacles that happen. Thus, it is collected as the data which are used as a basic of reflection. So, the observation should be done carefully.

4. Reflection is a feedback process from action which has been done before. Reflection is used to help the teacher make decision. Reflection has aspect to evaluate the effect of spacious issues and suggest the way

Based on the explanation above, it could be conclude that action research was a very effective way of helping teachers to reflect on their teaching and to come up with their own alternatives to improve their practice. It aimed to improve the student's learning and the outcome of teaching learning process

3.2 The Subject of Study

The subjects of study areTenth Grade of Senior High School, Academic Year 2021/2022 at class X-2 SMA Nurcahaya Medan. This total number of students in the class were 30 students.

3.3 The Locational of Research

The research is implemented in SMA Nurcahaya Medan. This research took place in Jl. Bunga Cempaka No.41, Padang Bulan Selayan II Village, Medan Selayang District, Medan City, North Sumatra Province, 20131. This school was chosen as the setting of the study for the following considerations:

a. The researcher found some of students had problems in their English reading.

b. The English teacher had not applied the TPS technique in teaching reading.

3.4 Instrument of Research

In this research, the data was collected by using qualitative and quantitative data. Qualitative data is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective', while Quantitative is broadly used to describe what can be counted or measured and can therefore be considered 'objective'. In collecting quantitative data, the researcher conducted Reading Test. The test was given in orientation cycle I and cycle II.

The instrument of the research were observation, interview, reading test, dairy   notes,   and   documentation.

1. Observation

   Burns (2019) says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. this research, the observation was carried out to cover the process of the implementation of TPS technique in teaching reading. Observations are ways of finding out more about the students' response, students' behavior, and students' activities during the learning process dealing with the students' reading ability, the interaction among students and interaction between students and the teacher, and classroom situation in reading classroom.

2. Interview

   According to Burns, interviews and discussion are face-to-face personal interactions, which generate data of research and allow specific issue to be discussed from other people perspective. The researcher interviewed the teacher and the students about the way she implements the material, and the problem faced. The researcher also interviewed the students about their response during learning reading by using TPS technique. The researcher did the interview before and after conducting research in order to know the researcher's view of the teaching learning process and students' reading skill.

3. Reading Test

   To acquire the data, a test had been administered test was reading comprehension. The researcher used the objective test type, the test were

pre-test and post-test. The result of the test is to know the students' skill in reading. The data were conducted by using reading test.

4. Dairy Notes

Dairy notes used to write students' activities in the class during the teaching learning process. The diary notes contain the Researcher's personal evaluation about the class and the progress of the project.

5. Documentation

Documentations were taken as instrument of data to analyze about the students achievement, activity, behavior, and expression during teaching and learning process in the classroom. It was include students' attendance list, and documentation.

3.5 Research Procedure

Before the procedure of collection data was began, the Researcher administered to identify the basic knowledge about the students vocabulary achievement. The procedure of collection of the study was conducted by making two cycles . Cycle one consisted of two meetings. Cycle two consisted of two meetings. So there were fourth meetings all together. In conducting the action research, there are four steps that are covers such as: planning, action, observation, and reflection. More easily understood how the process of Classroom Action Research techniques can be described as follow (Arikunto, 2017):

1. Cycle 1

   a. Planning

   In this stage, the researcher planned what action would be done in using and applying Think Pair Share (TPS) technique in teaching reading. The activities in the planning were presented as below:

   1) Selecting the materials with the teacher's annual program based on syllabus

   2) Preparing materials, making lesson plan and designing the steps in doing the action

   3) Preparing list of students' name and scoring

   4) Preparing teaching aids.

   5) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied)

   The preparation was designed in order to gain the purpose of teaching learning process. Students are supposed to improve their reading skill by the materials given.

   b. Action

   After the preparation finished, the researcher did teaching learning process. In action stage as the stage of implementation the preparation, the researcher presented as below:

   1) Giving pre-test for students

2) Teaching the material. Explaining the materials and the application using Think Pair Share (TPS) technique

3) Giving occasion for the students to ask any difficulties using Think Pair Share (TPS) technique in learning process.

4) Presenting the problem situation for the students through picture that was showed by the teacher.

5) Giving chance for the students to think individually first about the problem, then work in pair and share their knowledge in order to solve the problem given

6) Giving chance for the students to present and share their knowledge in front of the class with their pair.

7) Giving post-test

In this phase, the teacher, researcher and the students were working together. Students gained the materials deeply. Meanwhile the teacher helped, guided, and monitored the students, she also identified in the issue being researched. In this action the observer using descriptive narrative or script from the learning process.

c. Observation

The aspect of teacher activities which were observed are listed below:

1) Greeting students before the lesson begins.

2) Praying before the lesson begins

3) Checking student attendant

4) Asking students situation.

5) Preparing of the materials

6) Giving motivation for students.

7) Giving explanation of the materials

8) Giving opportunity for asking question and suggestion

9) Guiding the student activity

10) Giving feedback after the lesson

The students that were observed are listed below:

1) Actively participated in the teaching learning process.

2) First think individually with the problem that was given by the teacher, then pair with her or his friend and share about the problem, and then share or present their discussion in front of the class.

3) Using Think Pair Share (TPS) technique

4) Showing enthusiastic in the reading activity

d. Reflection

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluative aspect; it asks the researcher to weight the experience, to judge whether or not the method can be solving the problem and to enhance students' reading skill. Students minimum score (KKM) was

75. It means that students passed the test when students' score was 75 or above.

2. Cycle 2

   a. Planning

     In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

     1) Revising the lesson plan based on the suggestion of class teacher and students needs.

     2) Reselecting the materials and teaching instruments to improve the teaching learning process.

     3) Revising the test in order to satisfy the student needs.

   b. Action

     This cycle II action is quite similar with the cycle I action. The activities of the cycle II action included:

     1) Giving more explanation about the materials and instruments.

     2) Giving the post- test II

   c. Observation

     Teacher and researcher observed students' improvement, response and participation in the teaching learning process also observed the students performance during the action.

   d. Reflection

     The researcher evaluated the students reading skill improvement. English teacher also gave suggestion and advised for the future teaching

performance. Besides, the researcher asked about the students reading progress according to English teacher. After did the cycle II, researcher also expected that students could pass the KKM.