CHAPTER I

INTRODUCTION

This chapter contains background, research questions, research purposes, research significances, research framework, and previous studies.

A. Background

Reading is an essential skill in language learning. According to Harmer (1998), reading is helpful for language acquisition. It involves interacting with the content and combining basic understanding with social and contextual aspects. According to Sojida & Mashhura (2023), reading skills can help students communicate with others while developing critical and analytical thinking. It occurs when readers acquire information through the reading process.

Reading skills are closely connected to reading comprehension. It refers to a person's ability to obtain information from the text they have read. According to Healy (2002), this involves identifying written words, understanding the content being read, and inferring meaning from the text. It enables individuals to critically evaluate information, make informed decisions, and apply their understanding in diverse settings. Therefore, strengthening reading comprehension is a crucial educational goal, as it fosters literacy development and promotes lifelong learning.

Kisno, Hisasmaria, and Samad (2024), found that eighth-grade junior high school students have difficulties with reading comprehension, including identifying main ideas, understanding vocabulary, drawing conclusions, and providing specific details. These difficulties are particularly noticeable among eighth-grade learners, as they are still developing their language proficiency and critical thinking skills.

These difficulties are evident when students read descriptive texts. Fauziah, Suparmi, and Dania (2021) found that students struggle with descriptive text due to a lack of vocabulary, low motivation, and minimal environmental support. Descriptive text is a type of monologic text that describes the characteristics of an object in detail to assist readers in visualizing the object being described (Agustin, Rianti & Asilestari, 2024). It is commonly used to depict people, places, animals, or events. To fully understand descriptive texts, learners need to comprehend adjectives, noun phrases, and context-related vocabulary. Recognizing the importance of descriptive texts in language learning, Indonesia has implemented the Merdeka Curriculum, which emphasizes

student-centered education and aims to develop students' critical thinking abilities through text-based learning.

To overcome these issues, the Think-Pair-Share (TPS) strategy emerges as a suitable approach in educational settings. Established by Frank Lyman in 1981, TPS is a collaborative learning approach that motivates students to think critically and actively participate in learning. The Think-Pair-Share approach has three stages: Think, students independently produce their opinions to answer the questions; Pair, students discuss their insights with a partner for clarity; Share, students present their thoughts to the class 9 According to Utami & Rusdarti (2021), Think-Pair-Share (TPS) is a collaborative learning approach that enables learners to solve problems directly and discuss reading comprehension. Although TPS is not a newly developed strategy, its applicability in contemporary classrooms remains substantial, as it provides a structured and interactive activity that ensures all students participate actively to achieve the lesson objectives (Hussaini & Mohammed, 2023).

Several previous studies are related to this research. The first study, conducted by Salsabila, Munifatullah, and Putrawan (2022), examined the improvement and aspects of students' reading comprehension in descriptive texts. Their results showed that the Think-Pair-Share method significantly enhanced students' reading comprehension of descriptive texts, as indicated by an increase in the post-test average score (70.56), which was higher than the pre-test score (59.43). The reference element showed the most improvement at 65%. The second study, conducted by Putri, Samsi, and Miftakh (2023), investigated how the Think-Pair-Share and Discovery learning strategies can enhance students' reading comprehension of descriptive texts and their learning outcomes. The results indicated that these strategies enhance students' confidence, foster active participation in learning, and facilitate collaboration, all of which can improve learning outcomes and reading comprehension skills for descriptive texts. The last study, conducted by Hutahaean, Siahaan, and Sinurat (2024), investigated the effectiveness of the Think-Pair-Share strategy in enhancing students' reading comprehension of descriptive texts. Their results demonstrated that Think-Pair-Share is more effective in improving students' understanding of the descriptive texts, as evidenced by the higher average score in the experimental class that used Think-Pair-Share (78) compared to the control class that used the Question-and-Answer strategy (70).

While previous studies have highlighted the effectiveness of TPS in improving reading comprehension, they have not explored how it is implemented in the classroom. Therefore, this study aims to fill the gap by describing the implementation of Think-Pair-Share on students' reading comprehension of descriptive text, as well as the challenges and opportunities faced by teachers and students.

B. Research Questions

1. How is the Think-Pair-Share (TPS) strategy implemented to facilitate students' reading comprehension in descriptive text?
2. What are the challenges and opportunities experienced by teachers and students after implementing the Think-Pair-Share (TPS) strategy for reading comprehension in descriptive text?

C. Research Purposes

1. To describe the Think-Pair-Share (TPS) strategy implemented to facilitate students' reading comprehension in descriptive text.
2. To identify the challenges and opportunities experienced by teachers and students after implementing the Think-Pair-Share (TPS) strategy for reading comprehension in descriptive text.

D. Research Significances

1. Theoretically

This research provides a theoretical contribution to the development of strategies for learning English as a foreign language (EFL), particularly by implementing Think-Pair-Share (TPS) to facilitate students' reading comprehension in descriptive texts.

2. Practically

a) For the Teachers

Provide teachers with practical instructions for adopting the TPS strategy to facilitate students' reading comprehension in descriptive texts and offer guidance on overcoming challenges during TPS implementation.

b) For the Students

This demonstrates how TPS facilitate students' involvement and confidence in reading. Students can facilitate their reading comprehension through TPS activities by building critical thinking skills.

c) **For the Future Researchers**

It is a valuable resource for future research, promoting in-depth investigation of collaborative learning methodologies across various text types, grade levels, and educational settings.

E. Research Framework

According to Clarke et al. (2014), reading comprehension depends on the interaction between the text and the reader's response. This process involves combining prior knowledge with new information, enabling readers to develop nuanced and meaningful interpretations of the text. As readers engage with texts, they aim to comprehend, recall, and apply the knowledge they gain (Healy, 2002).

One type of text that junior high school students must read is descriptive text. According to Agustin, Rianti, and Asilestari (2024), descriptive text is a type of monologue text that describes the characteristics of an object in depth to assist readers in visualizing the object being described. It typically begins with identifying the subject, followed by a detailed description of its characteristics. By reading descriptive texts, students can facilitate their reading comprehension skills.

One successful collaborative learning strategy to facilitate reading comprehension is the Think-Pair-Share approach, introduced by Frank Lyman in 1981 at the University of Maryland. According to Naksathit & Kewara (2020), it aims to help students develop their ideas and collaborate with others on assigned issues. The Think-Pair-Share approach consists of three stages: Think, where students independently produce their opinions to answer the questions; Pair, where students discuss their insights with a partner to clarify their thoughts; and Share, where students present their thoughts to the class (Nisa & Mahsunah, 2024). While this strategy is not new, it remains relevant in the classroom, enabling students to exchange ideas, deepen their understanding, and gain a better comprehension of the discussed information.

The Think-Pair-Share strategy will face challenges when implemented. Azizah, Pahlevi, and Ridwan (2024) found that students still experience boredom and drowsiness when implementing this strategy. To address these challenges, teachers must

incorporate TPS to manage time effectively and engage quiet learners by asking direct questions to encourage participation.
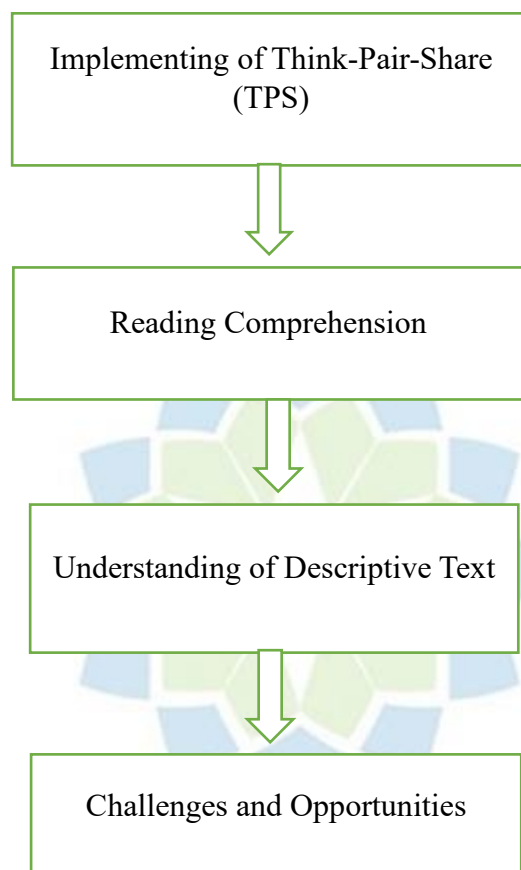
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│    Challenges and Opportunities │
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Figure 1: Research Framework

F. Previous Studies

Several previous studies are related to the current study. The first study, conducted by Azizah, Pahlevi, and Ridwan (2024), focused on students' behavior in using the Think-Pair-Share process and how it affects their reading skills. The purpose was to investigate students' experiences with using the TPS strategy in reading skills. The study employed a qualitative approach with a case study design. The participants were seventh-grade learners in Karawang, and the instruments used included direct observation checklists and in-depth interview guides. The findings revealed that while students were engaged during discussions and could easily understand the material, some learners felt sleepy and bored, leading to a lack of focus in class. It can be

concluded that TPS has a significant impact on students' engagement and comprehension in reading.

The second study, conducted by Hussaini & Mohammed (2023), focused on the effect of the TPS on teaching reading comprehension and its impact on students' performance. The purpose was to examine the effectiveness of the TPS in improving students' reading comprehension compared to the lecture method. The study employed a quantitative approach with a quasi-experimental design. The sample consisted of 91 senior secondary school students in Nigeria, and the instrument used was a test. The findings revealed that the experimental group achieved an average score of 3.53, while the control group scored 2.05, indicating a difference of 1.76. It can be concluded that the TPS strategy effectively increased students' active participation in reading comprehension.

The last study, conducted by Fernández et al. (2023), focused on how TPS can enhance students' interest and learning outcomes. The purpose was to observe how TPS enhances learning outcomes and students' interest. The study employed a quantitative approach with a descriptive design. The participants included teachers and students, and the instruments used were questionnaires and in-depth interview guides. The findings revealed that TPS successfully enhanced students' interest in learning and learning outcomes, encouraged participation in discussions, and facilitated teachers in creating an enjoyable learning atmosphere. It can be concluded that TPS was effective in increasing students' interest and learning outcomes while also promoting active involvement in the learning process.

Previous studies have explored the effectiveness of the TPS strategy in improving students' engagement, reading comprehension, and learning outcomes. However, there are still gaps that need further to explore. Most studies have focused on general reading skills without specifically examining how TPS is implemented in reading comprehension of descriptive texts. Additionally, while previous studies highlight the positive impacts of TPS, they do not address the challenges and opportunities that both teachers and students face when implementing this strategy in the classroom.