

**CHAPTER II**  
**THINK PAIR SHARE METHOD TO TEACH**  
**READING COMPREHENSION**

**A. The Nature of reading comprehension**

**1. Definition of Reading Comprehension**

Reading is the one important skill in learn English. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. A fluent is meant as ability of the reader to read the text in appropriate rate and adequate comprehension toward what they read. This was a process to combine and compare the information that they get from the text to their own background knowledge that the reader have. And as a result, the process would create a good meaning in reading.

Generally, Comprehension is an active process in the construction of meaning. Elizabeth et al. (2000:14) argues that comprehension is the process of deriving meaning from connected text. It involved word knowledge (vocabulary) as well as think and reasoning. Therefore, comprehension was not a passive process, but an active one. The reader actively engaged with the text to construct the meaning. This active engagement included making use of prior knowledge. It involved drawing inferences from the words and expressions that a writer used to communicate information, ideas and viewpoints.

Reading comprehension is a skill to recognize or identify the text, then recall the content of the text. Brasell and Rasinski (2008: 18) said that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurred when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. It illustrated how readers could show their understanding what they read.

Reading comprehension is an ability to understand what has been read. Grabe and Stoller (2013: 12) define reading comprehension as the ability of understanding and interpreting information in a text correctly. Comprehension in reading became important because it make the readers have understood what they read. In other words, their reading was very useful.

Based on some explanation above, the researcher can conclude that reading comprehension was the process of reconstructing meaning from the text. Process of reconstructing meaning was the process of transform the information that is presented and illustrated how the readers can show they understand what they read.

## **2. Level of Reading Comprehension**

Comprehension is the ability or skill to ascertain the relationship between the sentences that enables the reader to understand certain level.

Burns in Sormin (2012: 3) divided the specific reading comprehension into four levels of skill. These level are explained below:

### 1. Literal level

Literal level is a process of understanding the ideas and information that is explicitly stated in the passage, such as identifying the meaning of the word, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns, conjunction, etc. In this level, the reading comprehension question is factual and detailed.

### 2. Inferential level

Inferential level refers to the understanding of the ideas or information that is not explicitly stated in the passage. It includes the understanding of the purpose, inferring the factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content.

### 3. Critical level

Critical level is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness and timeliness. Critical level depends upon literal comprehension and interpretive comprehension and grasping implied ideas is especially important.

#### 4. Creative level

Creative level involves going beyond the material presented by the author. It requires readers to think as they read, just critical does, and it also requires them to use their imaginations.

Those four kinds level of comprehension are needed as the condition in order to understand the texts. The researcher realized that each of them help the readers to apprehend the texts. In this research, the researcher only focused on the three levels, they were literal level, inferential level, and critical level. Those three levels should be applied to comprehend the text.

### **3. Aspects of reading comprehension**

There are several aspects of reading comprehension that should be mastered by reader to comprehend the text. Nuttal in Nugraheni (2013: 3) explained that there are five aspects in order to help the reader to comprehend the English text well. They are main idea, specific information, references, inference, and vocabulary. Those aspects are explained below:

#### 1. Main Idea

Main idea of a text is an important part in reading comprehension. The reader should find out what the writer's want to the reader to know about. It is necessary to know the main idea because main idea develops the rest of the paragraph. In order to get

the main idea of the text, the reader should know what the story is mainly telling about.

## 2. Specific information

Specific information means that the supporting sentences that supports the main idea. It developed the topic sentence by giving definition, examples, facts, cause and effect, and comparison. The reader should read the whole text to know about detailed information because actually the answer of the specific information has been written in the text.

## 3. Reference

References are used to give a signal to the reader to find the meaning elsewhere in the text. The reader can find the meaning of the unknown words or phrases by themselves. The unknown word might represent the other word that is written in the sentence before that word. Reference in reading comprehension is the use of demonstrative pronoun in reading text.

## 4. Inference

Inference means drawing a conclusion of what is stated in the text. The reader may conclude the statement based on available facts and information in the text. The reader may be able to make an interpretation of a passage in order to give them the rough idea. The reader should use their ability in identifying the inference by using

their knowledge that they have got. Therefore, it will be easier for them to answer the inferences' questions.

## 5. Vocabulary

Vocabulary played an important role to understanding the meaning of the text by identifying the synonyms and antonyms. In reading, the reader could easily understand the story about if the reader is rich in vocabulary.

Based on the descriptions above, it could be stated that aspects of reading was background knowledge that is a knowledge that the reader has known before reading the text that should be master by reader to comprehend the text and it could support the reader in order to comprehend the text. So, to have good reading comprehension the reader should understand well the aspects of reading. In this research, there were five aspects of reading that should be master by the students. They are main idea, specific information, vocabulary, reference and inference.

## **B. The Nature of Think Pair Share**

### **1. Definition of Think Pair Share**

Think Pair Share is one of cooperative learning method, which is allowed students to think about the question and share their opinions with their partners or group members. It is developed by Franks Lyman in 1981 and his colleagues in Maryland. It is named from three stages of student's action (thinking, pairing, and sharing) with emphasis on what

students are to be doing at each of those stages. It was an effective way to change the discourse pattern in a classroom. It challenged the assumptions 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 (Arends, 2009:370).

Think Pair Share is one of cooperative learning methods. It used discussion and small group which is for about two people. According to Trianto (2007: 61), Think Pair Share is one of the cooperative learning which is designed to influence the students' interaction in pair. It meant that the students are composed of two students where they should think and share their ideas with their partner. For example, when they discussed the passages with guided questions, they given their opinion about the answer.

Think Pair Share is a method that might support teacher in teaching and learning process. It helped the students who prefer working in a group without ignoring those who feel more comfortable with doing task individually. Those types of students are facilitated through thinking stage then will be continued to the sharing stage. As Lie (2002: 57) describes that Think Pair Share is a method which gives the students opportunity to work alone and in a group also, so the participation of all the students will increase. Arends (1997: 123) also states that Think Pair Share method helped student to develop their understanding and their ability in considering other sights.

Based on the explanations above, it could be stated that Think Pair Share method gave the students the opportunity to developed their way of thinking, their ability to solve the problem not only independently, but also in a group and cought some ideas and compared them to the others.

## **2. The procedure of teaching reading comprehension by using Think Pair Share Method**

Think pair share method has some steps should be followed by the researcher. There are five steps of Think Pair Share method by Cooper (2011: 264). Those steps are explained below:

- a. Explain strategy to students. Before beginning the lesson, the teacher explains the Think Pair Share strategy: Students will have partners with whom they will exchange ideas during the lesson, whenever the teacher signals them to do.
- b. Form Partnership. The teacher forms partnerships, using a simple pairing scheme, for example, having students count off in duplicate – 1,1; 2,2; 3,3; 4,4; and so on. If necessary, the last group may be a three or the teacher may take partner.
- c. Pose question; direct to “think”. At appropriate points during the lesson, the teacher poses a question and calls for a short “think-time,” perhaps ten seconds or more, depending on the nature of the question. During this think time, students must remain silent, forming their own answers.



- d. Signal “Share”. At a signal, usually just a word “share” or the sounding of a timer’s bell, students turn to their partners and exchange answers, spending a minute to explain their thinking and resolve differences, if there are any.
- e. Pairs report. At the end of share-time, ask a pair (or a pair of pairs) to report. Depending on the lesson and the time available, discuss the item further, invite other pairs to comment, or simply move along to the next lesson segment.

### **C. The Advantages And Disadvantages of Think Pair Share**

#### **a. The advantage of Think Pair Share**

There are some advantages of Think Pair Share method. According to Kagan in Sugiarto and Sumarsona (2014: 209), Think Pair Share method as one of the cooperative language learning method has some advantages. They are as follows:

- 1) When students have appropriate “think time”, the quality of their responses improves.
- 2) Students are actively engaged in the thinking.
- 3) Thinking becomes more focused when it is discussed with a partner.
- 4) More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.
- 5) Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.

- 6) No specific materials are needed for the strategy, so it can easily be incorporated into lessons.
- 7) Building on the ideas of others is an important skill for students to learn.

The other advantages of Think Pair Share method is came from Allen (2007:107), where he said that:

- 1) It provides students time to think to prepare their own information into the discussion with their pair.
- 2) It allows both independent and collaborative learning. The students have their own time to work by themselves and together with their partner(s).
- 3) It gives students opportunities to collaborate the refining definition. While they are in the stage of sharing process, they have opportunities to exchange information with their pair.
- 4) It invites equal participation. Each of students will tell the information that she/he has to their pair.
- 5) It engages students into active learning. This technique can force the students who are passive to be active because in pairing and sharing step, each of them should join and invite their friends to discuss.
- 6) It invites students to share their understanding in both kinesthetic and visual modes. While the student is explaining in sharing step, they usually use body language and face-to-face interaction to send their information to their friends.

Concerning those advantages, researcher could reach the goal of teaching reading because students can really understand the content of the text. Each of students also has the same opportunity to share their ideas with their friends.

#### **b. The Disadvantages of Think Pair Share**

Think Pair Share as a method in teaching reading could solve students' reading problems but every teaching learning method has its own drawbacks. Lyman in Istianah and Fauziyati (2013: 42) explains that there are some disadvantages of Think Pair Share method, 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.

The method not always perfect, there are an advantage and disadvantage. So, as a teacher should have ability to manage the time, to monitor the students during discussion in pair or group, and make sure that every student is working in group.

#### **D. Previous Research**

To prove that method was effective to be used can be seen from the previous studies. Like Astiyandha (2012), Sormin (2012), and Sugiarto (2011).

The first thesis written by Astiyandha (2012) conducted a research entitled *The Effectiveness of Think Pair Share Method to Teach Reading Comprehension Viewed from Students' Motivation*. The research finding or the conclusion of her research is the student's reading comprehension ability can be improved through Think Pair Share.

The second is thesis written by Sormin (2012) conducted a research entitled *improving students' achievement in reading comprehension through Think Pair Share technique at senior high school*. The research conducted in Classroom Action Research (CAR). It consists of two cycles and each cycle consists of three meeting. The result of the research showed that TPS technique can improve students' reading achievement in reading comprehension.

The third is thesis written by Sugiato and Sumarsono (2014) conducted a research entitled *The Implementation of Think Pair Share Model to Improve Students' Ability in Reading Narrative Texts*. The research conducted in Classroom Action Research that has a result there is improvement in term of students' ability in reading English narative text after they were treated using Think Pair Share. It can be identified from the students' score which was increased from 71 to 80 after being treated using TPS.

Based on the previous studies above about the use of Think Pair Share method, the researcher can conclude that using Think Pair Share method is effective in teaching reading comprehension.