

# CHAPTER I INTRODUCTION

## 1.1 Background of the Research

Reading is the most important skill in language learning besides listening, speaking, and writing. It involves finding and understanding information from the reader's text or book. According to Ningsih *et al.*, (2019), reading is one of the most important aspects to be taught to students because the results will be the basis for understanding very broad sciences and, more specifically, for language learning. Reading is carried out to foster students' skills and be a provision for students in the future. Reading is a very important activity in life. By reading, we can get a lot of knowledge written in books, magazines, newspapers, etc. In addition, reading can get a lot of information about something that happens in any part of the world that we can see directly.

Reading is one of the alternative communication skills that must be fostered in class activities when teaching English. It is necessary since reading will be incorporated into all the activities involved in teaching English. Students' ability to grasp and learn specific language skills depends significantly on how well they study them. A fundamental purpose of reading comprehension teaching is to help students expand their knowledge, abilities, and techniques to become successful and independent readers (Maulana, 2019). The reading is one of the skills that should be nurtured in classroom activities when teaching English. Student's ability to learn a particular language largely depends on their understanding of reading.

Reading comprehension is a complicated process that requires accurate word and sentence reading and a thorough understanding of vocabulary and general knowledge to make sense of the text. It indicates that while understanding a text, readers form an understanding not just from one sentence but from a group of sentences that relate to and hold together various parts of the text (Septiyana *et al.*, 2021). Therefore, reading is a challenging thing. Teachers must pay attention to reading activities carried out during learning to achieve the desired learning. The existence of special attention in reading makes the activity easier for students to understand the text.

In addition, reading texts in a foreign language differs from reading in a first language. EFL students often have much experience reading in their first language because they have been taught and studied it longer since childhood. They have a better understanding of what they are reading in a text. Meanwhile, we must consider some language proficiency elements when reading English materials. In particular, when reading materials in a foreign language, readers may encounter linguistic features different from their first language. These language differences make EFL students lack comprehension in reading. According to Aritonang *et al.*, (2019), they gain an understanding while a task must go by extracting and constructing meaning simultaneously by collaborating with the reader's background knowledge, interaction, and engagement. They must be more focused and thorough in reading a foreign language than when reading their first language.

According to Riswanto *et al.*, (2014), Reading in a foreign language is more complicated than reading in the first language. It happens because the language has its own social and cultural characteristics. These difficulties resulted in many students needing to be more interested in reading EFL, even though it is essential to learn English. The reasons behind this are the students' limited knowledge, the inability to understand the text's contents, and the complicated organizational structure. Students must integrate the new material into their knowledge base and build new understanding. It can be said that the difficulties experienced by EFL students are due to many obstacles in learning reading. These difficulties are still often felt by them.

Teachers' top priorities should be to help students read with strong comprehension. Most EFL educators have pondered how to raise their students' achievement in reading comprehension. English teachers frequently assume that reading alone will teach students how to comprehend. However, many students need help to complete these tasks. Reading is often taken for granted by students. Typically, EFL students are merely able to read; they cannot relate what they have just read to prior knowledge (Riswanto *et al.*, 2014). From the statement, the problem arises because of the lack of communication between teachers and students. Many EFL students need to tell their teachers about the problems they are

experiencing. They usually feel embarrassed to ask questions or are lazy to convey their problems.

As a result, to learn effectively, EFL students should read widely and use specific reading strategies to decipher the text's meaning. The students will quickly and effectively understand the texts' content using a few efficient reading strategies (Par *et al.*, 2020). The learners can get the most out of a text by knowing the reading tactics. A learner's understanding increases if they read strategically (Rastegar *et al.*, 2017). Some of these statements show that EFL students need to use reading strategies to understand texts. The application of these strategies must follow the needs of EFL students.

One method that is often used in learning to read and write is cooperative learning, it is the only type of teaching in which the teacher turns students into small groups who work together to complete the tasks given by the teacher (Tran *et al.*, 2019). There are many strategies for cooperative learning model. One of them is Think-Pair-Share. Frank Lyman from the University of Maryland first suggested the think-pair-share cooperative learning approach in 1981. According to the Think-Pair-Share strategy, three steps are used in teaching-learning. Thinking is the first step. The teacher is a facilitator by posing a question or a problem to the class. The pairing comes in second. In this step, the teacher encourages the students to team up with the other student to discuss their response to the problem that the teacher previously presented. Sharing is the last action. In this phase, students examine the answer to the situation previously supplied by their teacher (Ruslen *et al.*, 2021). From these several steps, this strategy focuses more on students playing an active role with their group friends. They discuss with each other to solve a problem.

Nasir (2018) stated that students would learn with greater passion, initiative, and vitality by incorporating the Think-Pair-Share technique into teaching and learning. It is because the technique is more student-focused, which limits the teacher's role in this setting to facilitating, directing, and guiding students. Think-Pair-Share is easy to use in both planned and unplanned lessons. This strategy can be used for daily classroom activities such as question discussion and topic development. It can be said that the Think-Pair-Share structure allows all students

to discuss their ideas. In addition, students get the chance to start building their knowledge in the discussion and discover what they do not know.

The Think-Pair-Share strategy has been implemented in previous research. Many researchers have investigated Think-Pair-Share with different aspect. Research from Aziz & Suryani (2019) examines Improving Reading Comprehension Through Think-Pair-Share (TPS) Technique Students of STIK Siti Khadijah Palembang. The sample consisted of 28 students from the third semester of the D. III Nursing Study Program (experimental group) and 28 students from the third semester of the S1 Nursing Study Program (control group). Both the experimental and control groups underwent the test twice. The data analysis method adopted was an actual experimental design. The findings of this research demonstrated that teaching reading comprehension utilizing the Think-Pair-Share method significantly improved students' reading comprehension and distinguished those students who received the technique from those who did not.

The following research from Silalahi (2015) focuses on The Effect of the Think-Pair-Share (TPS) Strategy in Reading Comprehension by English Departement Students at FKIP Universitas HKBP. This research applies the quantitative research method in analyzing the data, which refers to the number in the form of students' values to measure students' reading comprehension. The demographic and sample in this research are students in classes A and B, conducted during the third semester of the academic year 2014–2015. The research's results reveal that the average student score in the experiment class was 41,73, compared to 11,34 in the control class. The top 28 students in the experiment class are 28 students. In comparison, 25 students in the control class received the highest score of 41, 34, or 83%, while they received a mean score of more than 55. Based on this explanation, there is a difference with this research; the researcher examines EFL Students' views on the implementation of Think-Pair-Share in Reading Comprehension. This research is considered unique and worthy of research.

Based on preliminary research, the researcher collected information from five undergraduate students majoring English language Education in the University of Nahdlatul Ulama Sunan Giri Bojonegoro on Tuesday, March 13, 2023. In reading, they often had difficulty understanding the text. It was because they needed

more mastery of the second language and to understand some of the meanings in the text. Thus, lecturers implemented learning strategies to help students in reading. It was the Think-Pair-Share. In implementing Think-Pair-Share, students explained that the Process starts with forming groups. The group usually consists of 2-5 members. The Process of the Think-Pair-Share strategy was cooperative, so students felt enthusiastic in reading activities and not monotone. Besides, they also agreed on the method used in reading. The statements showed that they have experience in implementing the Think-Pair-Share technique. Therefore, the researcher wanted to know what challenges and obstacles students had faced so that they dared to agree if Think-Pair-Share should be implemented again in reading.

The researcher also stated from information that the phenomenon had been implemented in the reading-learning process in English Language Education at the University of Nahdlatul Ulama Sunan Giri Bojonegoro. The researcher wanted to dig deeper into the students' views on using the strategy. Therefore, the researcher was interested in research entitled "Exploring EFL Students' Views on the Implementation of Think-Pair-Share (TPS) in Reading Comprehension." the research to be researched this time differs from previous research. The researcher wanted to see how it is used, then how students think about the techniques that have been applied, starting from the obstacles and challenges students face. The researcher explored how the Think-Pair-Share (TPS) strategy is used in EFL students' reading.

## **1.2 Research Question**

The purpose of this research is to provide new information to the researcher or reader. This research is conducted to determine how students experience using the Think-Pair-Share learning strategies in reading comprehension at the University of Nahdlatul Ulama Sunan Giri. So, the research questions of this research are:

1. How do EFL students views on the Implementation of Think-Pair-Share in reading comprehension?
2. What are the challenges and obstacles in the Implementation of Think-Pair-Share strategies in reading comprehension?

### **1.3 Objective of the Research**

From the statements of the problem, the researcher can write the objectives of the research:

1. To analyze the view of EFL students who implement the Think-Pair-Share strategy in reading comprehension.
2. To analyze the challenges and obstacles of students in reading comprehension using Think-Pair-Share learning strategies.

### **1.4 Scope and Limits of The Research**

To make the research process easier, the researcher will focus on the subject learned. The researcher will take a place in reading course that use the Think-Pair-Share strategy. This research only focuses on the students' views, challenges, and obstacles using the Think-Pair-Share strategies in reading.

The research will take the participants only English education department students of Nahdlatul Ulama Sunan Giri University in sixth semesters.

### **1.5 Significance of the Research**

In this part the researcher is going to discuss about the advantage of this research in which classifying for the researcher, students, teachers, lectures and for the institution.

- 1) For teachers

The researcher hopes this research will increase the teacher's knowledge and can be varied in teaching reading. Then it makes easier for teachers to evaluate the advantages and disadvantages of learning strategies based on the student experience.

- 2) For students

Researcher hope this research can provide EFL students' experiences in reading using the Think-Pair-Share strategy. In addition, using the Think-Pair-Share learning strategy, this research can be a benchmark for their development and skills toward reading comprehension.

- 3) For researchers

Researcher hope this research can add new experiences regarding using Think-Pair-Share in the reading process. In addition, this research can

provide useful information for other researcher about students' experiences with this learning strategy.

## **1.6 Definition of the Key Terms**

### **1.6.1 EFL Students**

EFL students focus on learning English as a necessity in education where the first language is not English. This English Foreign Language teaching applies in countries where most do not use English for daily communication. Therefore, students in Indonesia who study English are called EFL students.

### **1.6.2 Think-Pair-Share (TPS)**

Think-Pair-Share (TPS) is a type of cooperative learning in which students work to help each other in small groups (2-5 people). The strategy consists of 3 stages: Think, Pair, and Share. The teacher is important in guiding students to carry out discussions to create more lively, active, creative, effective, and fun learning.

### **1.6.3 Reading**

Reading is looking at a series of written words/sentences to derive meaning. Reading is an activity to build an understanding of an article or text. It is ability becomes one of the methods for understanding English writing or texts. Reading is a good means to improve our English skills.



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