THINK-PAIR-SHARE IN TEACHING READING COMPREHENSION: PRACTICES, CHALLENGES, AND SOLUTIONS IN A JUNIOR HIGH SCHOOL

A THESIS

Submitted in Particular Fulfillment of the Requirements for the Degree of
S*arjana Pendidikan* in English Education

By:

NAFISAH RODHOTUL JANNAH
SN. 2520096

ENGLISH EDUCATION DEPARTMENT
EDUCATIONAL AND TEACHERS TRAINING FACULTY
UNIVERSITAS ISLM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2024

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Nafisah Rodhotul Jannah

NIM : 2520096

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **"THINK-PAIR-SHARE IN TEACHING READING COMPREHENSION: PRACTICES, CHALLENGES, AND SOLUTIONS IN A JUNIOR HIGH SCHOOL"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar - benarnya.

Pekalongan, 24 Oktober 2024

NAFISAH RODHOTUL J

NIM. 2520096

Fachri Ali, M.Pd
Bligo No.35 RT 03/RW 01, Buaran
Kabupaten Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdri. Nafisah Rodhotul Jannah

Kepada
Yth. Dekan FTIK IAIN Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Nafisah Rodhotul Jannah

NIM : 2520096

Prodi : FTIK/Tadris Bahasa Inggris

Judul : **THINK-PAIR-SHARE IN TEACHING READING COMPREHENSION: PRACTICES, CHALLENGES, AND SOLUTIONS IN A JUNIOR HIGH SCHOOL**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 23 Oktober 2024
Pembimbing

Fachri Ali, M.Pd
NIP.198901012020121013

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.idemail: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **NAFISAH RODHOTUL JANNAH**

NIM : **2520096**

Judul : **THINK-PAIR-SHARE IN TEACHING READING COMPREHENSION: PRACTICES, CHALLENGES, AND SOLUTIONS IN A JUNIOR HIGH SCHOOL**

Has been examined and approved by the panel of examiners on Friday, 1st November 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dr. M. Ali Gufron, M.Pd.
NIP. 19870723 202012 1 004

Examiner II

Nadia Faradhillah, M.A.
NIP. 19930406 202012 2 015

Pekalongan, 1st November 2024
Assigned by
The Dean of FTIK UIN Pekalongan

Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNKOWLEDGEMENTS

All praises to Almighty Allah SWT; by His grace and blessings, I have been able to complete my thesis and receive immense support from everyone involved in this research. I would like to extend my heartfelt gratitude to all those who contributed:

1. First, I would like to thank my beloved parents, my father Edi Setiadi and my mother Ra'ati. Thank you for your unwavering support, both emotionally and financially, throughout this process. Your love and encouragement are my greatest strengths, and I am so grateful to be your daughter!
2. Second, I would like to thank my little brother, Muhammad Aulia Fahmi. Thank you for always being a source of joy. Your presence has lifted my spirits and helped me stay motivated throughout the writing of this thesis.
3. Third, I would like to thank my supervisor, Mr. Fachri Ali, M.Pd. Thank you for always providing guidance and advice and for supporting me from the beginning of writing the proposal to completing this thesis.
4. Fourth, I would like to thank my best friends, Oliviana Familiya Lestari, Ikfi Mafaza, and Seva Muna Tessa. Thank you for always being there to accompany me and provide support. Your presence has meant the world to me, helping me navigate this process with strength and courage.
5. Fifth, I would like to thank the kind people in my life whom I can't mention one by one. Thank you for your help in this process. How lucky I am to know all of you.

6. Lastly, I would like to thank myself, Nafisah Rodhotul Jannah, the strongest person whom I love so much in this world. Thank you for pushing through and persevering during the writing of this thesis. I celebrate this achievement as a testament to my hard work and dedication. Remember, you are capable of achieving anything you set your mind to, and this thesis is just the beginning of a wonderful journey ahead.

MOTTO

You can never cross the ocean until you have the courage to lose sight of the shore.

(Christopher Columbus)

The sea is dangerous and its storms terrible, but these obstacles have never been sufficient reason to remain ashore.

(Ferdinand Magellan)

ABSTRAK

Keterampilan pemahaman membaca sangat penting dalam pembelajaran bahasa Inggris, terutama di tingkat SMP, karena di Indonesia pelajaran bahasa Inggris dimulai dari tingkat ini. Pembelajaran menggunakan teknik Think-Pair-Share dapat menjadi salah satu cara yang efektif untuk meningkatkan keterampilan pemahaman membaca. Penelitian ini bertujuan untuk mendeskripsikan praktik teknik Think-Pair-Share serta mengeksplor tantangan dan solusinya. Penelitian ini melibatkan satu guru dan siswa kelas sembilan di sebuah sekolah menengah pertama. Teknik yang digunakan adalah studi kasus dengan pengumpulan data melalui observasi dan wawancara, yang kemudian dianalisis menggunakan model analisis tematik. Hasil penelitian menunjukkan bahwa teknik ini berjalan dengan cukup baik untuk pengajaran pemahaman membaca, dimana siswa dapat mengukur kemampuan pemahaman membaca mereka sendiri, mendiskusikan teks dengan teman, dan membagikan hasil diskusi di depan kelas. Namun, terdapat beberapa tantangan dalam penerapannya, seperti kurangnya instruksi yang jelas, partisipasi siswa yang tidak merata, dan keterbatasan waktu. Untuk mengatasi tantangan tersebut, guru memberikan solusi seperti instruksi yang lebih jelas, menjelaskan konteks bacaan, menekankan pentingnya diskusi yang seimbang, serta berusaha mengatur waktu dengan baik. Temuan lain juga menunjukkan bahwa guru dapat memberi motivasi secara teratur kepada siswa yang grogi saat menjelaskan hasil diskusi di depan kelas. Penelitian ini menyimpulkan beberapa implikasi pedagogis terkait bagaimana guru dapat mengimplementasikan teknik Think-Pair-Share dalam pengajaran pemahaman membaca.

Kata Kunci: Pemahaman Membaca, Teknik Think-Pair-Share, Praktik, Tantangan dan Solusi.

ABSTRACT

Reading comprehension skills are essential in English learning, especially in the junior high school level, as English instruction in Indonesia begins at this stage. Teaching using the Think-Pair-Share technique can be an effective way to improve reading comprehension skills. This study aims to describe the practices of the Think-Pair-Share technique and explore its challenges and solutions. The research involved one teacher and ninth-grade students at a junior high school. A case study approach was used, with data collected through observation and interviews, which were then analyzed using a thematic analysis model. The results indicate that this technique works quite well for teaching reading comprehension, where students can assess their own understanding, discuss texts with peers, and share their discussion outcomes in front of the class. However, there are several challenges in its implementation, such as a lack of clear instructions, unequal student participation, and time constraints. To address these challenges, the teacher provided solutions such as giving clearer instructions, explaining the reading context, emphasizing the importance of balanced discussion, and managing time effectively. Additional findings suggest that the teacher can regularly motivate students who feel nervous when presenting their discussion results to the class. This study concludes with several pedagogical implications regarding how teachers can implement the Think-Pair-Share technique in teaching reading comprehension.

Keywords: Reading Comprehension, Think-Pair-Share Technique, Practices, Challenges and Solutions

PREFACE

All praise and gratitude are directed to Allah SWT, whose grace, presence, patience, wisdom, and good health have enabled me to complete this thesis, entitled **"THINK-PAIR-SHARE IN TEACHING READING COMPREHENSION: PRACTICES, CHALLENGES, AND SOLUTIONS IN A JUNIOR HIGH SCHOOL"** This thesis is submitted to fulfill the research requirement for the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan. The completion of this study would not have been possible without the invaluable support and encouragement from many individuals. I would like to express my deepest gratitude to:

1. The chairperson of the English Education Department and Teachers' Training Faculty, Mr. Ahmad Burhanuddin, M.A.
2. My supervisor, Fachri Ali, M.Pd., for his guidance, insightful suggestions, and generous time throughout the writing of this thesis.
3. All the lecturers at the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, for their wisdom and knowledge imparted over the years.
4. My parents, for their unwavering support, prayers, advice, and encouragement, which have been a source of strength.
5. My best friends, have fought the journey together since the beginning.

Pekalongan, 09 Oktober 2024

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Research Background

Reading is an essential activity in the pursuit of linguistic mastery. It is the most crucial activity in any class, as a vehicle for expanding and strengthening one's thoughts and vocabulary while also providing information (Allington, 2022). Reading requires word recognition, comprehension, and fluency (Leipzig, 2001). Reading is an interactive and socio-cognitive process involving a text, a reader, and a social context (Celce-Murcia, 2001). In English learning, reading comprehension is crucial to students' performance in the classroom, personal development, and future careers. Reading comprehension involves understanding the written word, grasping the content being read, and constructing the meaning of the text (Healy, 2002). Furthermore, according to Woolley (2011), Reading comprehension is the process of extracting meaning from text; it is not about interpreting individual words or sentences, but rather about understanding the overall message conveyed by the text. Teaching reading comprehension using cooperative learning model is crucial to help students develop effective reading comprehension skills (Ovodu and Lawal, 2011).

Cooperative learning is a variation of a learning model where students work in small groups to help each other study academic materials (Slavin, 2009). With cooperative learning, students can engage in group interactions

to increase their ability to listen to others, question their own beliefs, and create new or different logical positions or arguments that others would find persuasive (Gillies, 2007). One type of cooperative learning, Think-Pair-Share, can be a solution for reading comprehension problems. This technique is beneficial for students as it incorporates cooperative learning into the classroom, giving students the chance to engage with and really comprehend the content being covered in class (Sampsel, 2013).

The Think-Pair-Share technique was originally proposed by Lyman in 1981 and has since been developed by various scientists. It is a teaching technique wherein students initially contemplate a given question or problem independently, followed by discussion with their partners, and eventually sharing their ideas with the classroom (Barkley, 2010). Robertson (2006) stated that Think-Pair-Share is a teaching technique that allows students to develop original ideas and share them with other students. According to Arends (2009), the Think-Pair-Share involves three stages: first, students engage in independent thinking prompted by the teacher's question; second, they pair up with designated partners or a peers to discuss their individual answers; third, pairs share their thoughts with the rest of the class after a brief discussion period. This process of individual reflection, paired discussion, and whole-class sharing facilitates a deeper understanding of the text. By verbalizing their thoughts and hearing alternative viewpoints from their peers, students are able to construct more nuanced interpretations and gain a stronger grasp of the reading content (Barkley, et al, 2014).

Utilizing the Think-Pair-Share technique offers numerous advantages in the EFL classroom. Kagan (2009) stated Think-Pair-Share technique can effectively improve students' reading comprehension skills. The Think-Pair-Share technique encourages students to think critically about the reading material, challenge their own perspectives, and develop new arguments (Gillies, 2007). Think-Pair-Share, have been found to be successful in enhancing students' learning, including their reading comprehension and critical thinking skills, particularly in junior high school level where the scaffolding and collaborative nature of these approaches can be especially beneficial as students navigate more complex reading materials (Gillies, 2016). The combination of improved reading comprehension and enhanced critical thinking skills makes the Think-Pair-Share technique a valuable instructional strategy for developing students' overall literacy abilities.

Although Think-Pair-Share offers many advantages, its application in teaching reading comprehension faces challenges, especially at the junior high school level in Indonesia, where most students are still beginners in English. According to Gillies (2007), these challenges include a lack of preparation that hinders discussion quality (Allington, 2022), unequal participation where some students remain passive (Gillies, 2021), and time constraints that rush students, diminishing discussion quality (Barkley et al., 2014; Johnson & Johnson, 1999). To address these challenges, Gillies suggests ensuring adequate preparation to enhance engagement (Risko & Walker, 2022), setting clear participation expectations, and practicing

effective time management for efficient text interpretation sharing (Johnson & Johnson, 1999). Based on initial interviews with a junior high school EFL teacher, the researcher found that the teacher employed the Think-Pair-Share technique to teach reading comprehension. The interviews revealed challenges, including the technique's time-consuming nature and students' limited vocabulary.

Based on the explanation above, it is important to explore how Think-Pair-Share in teaching reading comprehension in junior high school including practices, emerging challenges, and solutions that the teacher can use to address these challenges. In this case, the role of the teacher in dealing with the various challenges of the lesson is very important. In response to this, a deeper investigation is required to showcase the use of Think-Pair-Share in teaching reading comprehension to junior high school students. Therefore, this study aims to describe the practices, challenges, and solutions of Think-Pair-Share technique in teaching reading comprehension in a junior high school.

1.2 Formulation of the Problem

In this study, there are two research questions as follow:

1. How is Think-Pair-Share technique practiced in teaching reading comprehension to junior high school students?
2. What are the challenges in practicing Think-Pair-Share technique in teaching reading comprehension and the solutions to address these challenges?

1.3 Operational Definition

To avoid misunderstanding about the terms in this study, the following definitions are supplied by the researcher in relation to the study:

1. Reading comprehension is the process of extracting meaning from text; it is not about interpreting individual words or sentences, but rather about understanding the overall message conveyed by the text (Woolley, 2011).
2. Think-Pair-Share is teaching technique wherein students initially contemplate a given question or problem independently, followed by discussion with their partners, and eventually sharing their ideas with the classroom (Barkley, 2010).

1.4 Aims of the Research

Based on the formulation of the research above, the aims of this research are as follows:

1. To describe how Think-Pair-Share technique is practiced in teaching reading comprehension to junior high school students.
2. To explore the challenges in practicing Think-Pair-Share technique in teaching reading comprehension and the solutions to address these challenges.

1.5 Significance of the Research

There are three significances of the research as follows:

1. Theoretical Use: This research will contribute to Arends (2009) theory on the Think-Pair-Share technique.

2. Empirical Use: The results of this research can provide an empirical view of the Think-Pair-Share technique in teaching reading comprehension to junior high students, including practices, emerging challenges, and solutions to address these challenges.
3. Practical Use: This research presents information for the readers about how the Think-Pair-Share technique in teaching reading comprehension to junior high school students.

CHAPTER V

CONCLUSION

5.1 Summary of the findings

Based on the research results, the researcher concludes that the implementation of the Think-Pair-Share technique is effective and can enhance several reading comprehension skills among students. Through the guidance and explanations provided by the teacher, students are able to assess their own understanding before engaging in discussions. Subsequently, they discuss with their peers, and the outcomes of these discussions are presented in front of the class. This approach helps students understand that in the process of comprehending reading materials, everyone has different perspectives. The Think-Pair-Share technique allows students to share ideas and viewpoints, enabling them to broaden their understanding of the material being read. The implications of this research indicate that the use of this technique can be beneficial for teachers in implementing more interactive and effective teaching strategies in reading comprehension instruction.

Eventhough the Think-Pair-Share technique has been shown to be effective in improving reading comprehension, some challenges can arise during its use. One challenge is unclear instructions from the teacher, so teachers need to prepare clear explanations. Another challenge is that some students may talk more than others while some students remain quiet. To fix this, teachers can set rules for participation. Time management can also be a

problem because discussions might take longer than planned. Teachers should use timers to keep discussions on track. Additionally, if students lack motivation, it can affect their understanding. It is important for teachers to offer support and encouragement. The implications of these challenges and solutions are that by recognizing and addressing these issues, teachers can create a better and more effective learning environment. This helps make the Think-Pair-Share technique even more useful for improving students' reading comprehension.

5.2 Recommendation

Based on the results, this study offers two recommendations. First, for EFL teachers, it is recommended to use the Think-Pair-Share technique to help improve students' reading comprehension skills. Additionally, the solutions from this research can assist in anticipating any challenges that may arise.

Second, for future studies, since this research was only conducted in one school with a small number of participants, it is suggested that future research involve a larger number of participants, not only from junior high schools but also from senior high schools, with more diverse perspectives. Future studies should not only focus on the Think-Pair-Share technique but also on other cooperative learning models. The research design could also explore methods beyond this case study, such as photo voice or other research designs.

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CURRICULUM VITAE

Name	: Nafisah Rodhotul Jannah
Student Number	: 2520096
Place and Date of Birth	: Pekalongan, October 09th, 2002
Gender	: Female
Address	: Desa Bojongwetan, Kec. Bojong, Kab. Pekalongan
Educational Background	: - SD Negeri Bojongwetan (2014) - SMP Negeri 1 Bojong (2017) - SMA Negeri 1 Kajen (2020) - UIN K.H Abdurrahman Wahid (2024)