Abstract: Reading is very important for us because by reading, we can feel some benefits, such as to improve or increase our knowledge and we can know the new words so far we do not know. The aims of the research to know the preparation, the implementation, teacher evaluate the students, difficulties of the students, the problem’s of the teacher and the opinions of the students about the study. The Subject of the study is the second semester students of eighth grade in SMP Al-Yasini which is located at Ngabar-Kraton-Pasuruan. The research was conducted on 30th April and 7th May 2015, the research consisting two meeting. The researcher used qualitative descriptive to collected the data. This study conducted with observation in the classroom, documentation the data, interview the teacher, and giving questionnaire to the students. In this study, the teacher divided the students in pairs to discuss with friends about the narrative text and the students practice the results of the discuss in front of the class. The result of this research, the researcher found the students more active to thinking and active in discuss with friends. The students more confident to reading the text and practice the result of discussion with friends about the narrative text in front of the class.

Keywords: reading comprehension, think-pair-share, narrative text

INTRODUCTION

Learning English is most important because English is one of foreign languages taught in every school in our country. Fachrurrazy (2012) said that English is a language for international communication. Therefore, the Indonesian government has realized the importance of English and has decided that English is a compulsory subject at the secondary school level.

Reading is one of four skills of language classroom which should be taught in junior high school. Reading is very important for us because by reading, we can feel some benefits, such as to improve or increase our knowledge and we can know the new words so far we do not know. According to Scharer (2012) “Understanding,” “knowledge,” and “comprehension” are words we often use to describe what we want to achieve through the act of reading. Without reading we cannot understand something and cannot increase our knowledge.

Reading comprehension is one of reading component which is critical in the educational success of all individuals. The elements of reading as defined by Armbruster, Lehr and Osborn (2001) in the work, pur reading first: The research building blocks for teaching children to read are phonemic awareness, phonics, vocabulary, fluency and comprehension. Without adequate reading comprehension skills, students can struggle in many subject areas.

In addition, reading comprehension is an activity with a purpose to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing.
style. Hudson (2007: 79) stated that comprehension skills represent the ability to use context and knowledge to derive meaning from what is read. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guide the reader's selection of text.

Based on school based curriculum (KTSP) of the eighth grades, there are some kinds of text of English, they are descriptive, recount, report, narrative and procedure. In second semester, English lesson for the eighth grade focused on narrative and recount text. Cahyono (in Sari, 2013:3), one of the text types to be taught to the eighth grades of Junior high school is a narrative. In this research, the researcher choose narrative text types to be taught for eighth grade because narrative text can make students consoled and the students can easy imagine the story of narrative text.

According to Sejnost and Thiese (2010), narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Sarwono and Purwanto (2013: 21) explained that a narrative technique is used to tell a story or to describe events as they happened. Before the students reading a narrative text, the students need to learn the purposes and methods of narration in order to understand the narrative framework.

There are many kinds techniques can be used to teach reading. One of them is think-pair-share. Think pair share is a strategy of learning which the activity consist of three stages they are thinking, pair in discussion and shared the ideas. Jones (2012) said that think pair share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of stages. Think-pair-share also 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 (Allen, 2015).

In teaching reading comprehension by using think-pair-share techniques will ease students in thinking about the text and the students can be shared with friends. So, the students can understand the text well. From used think pair share techniques the researcher wants to know the learning process in teaching reading and the ability of students in teaching reading by using think-pair-share for eighth grade at SMP Al-Yasini Ngabar-Kraton-Pasuruan.

The reason of this research takes place at SMP Al-Yasini Ngabar-Kraton-Pasuruan especially the eighth grade in the academic year of 2014-2015 because the researcher observed that the students still lacked understand in English lesson. They still cannot read English well in pronounce a sentence and they also fell bored during the teaching learning process.

Realizing the importance of reading skill to be taught in junior high school, the writer conducts the research entitled “A study on the use of think-pair-share in teaching reading comprehension of Narrative text for the eighth grade at SMP Al-Yasini Ngabar-Kraton-Pasuruan”.

Syukron (2013), in her study entitled “A Study on the Teaching
Reading on Narrative Text of English at MTs. Nurul Islam Kota Pasuruan” he concluded that the teacher did use some ways to teaching reading. Those are reading aloud, translation, question and answer, and discussion. But teacher did not any kind of media of teaching learning in the class. Besides researcher found that the most problem of students in learning English was difficulty in reading, however the teacher ways were good enough.

Sari (2013), A Study on the Teaching Reading Narrative Text by Using Big book in the Eighth Grade at MTs. Negeri Pasuruan. The result of the research has shown that in learning English the teacher should give the variety of the technique in order that the students are not bored easily and the result of the student’s assignment was achieve by the teacher. It means the teacher must be creating an interesting activity to make students enjoy and be able to improve their achievement in learning English.

The purposes of this study are the teacher hope that students can reading well, the students can be active in thinking and they will be confident to reading aloud in font of class.

METHOD

In this study the researcher used qualitative descriptive. According to Vickie and Clinton (2012 : 256 ), qualitative descriptive research is purely data-derived in the codes are generated from the data in the course of the study. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration. In qualitative research, the researcher identifies a research problem based on trends in the field or on the need to explain why something occurs. The writer described the prevailing variable situation to investigated subjects as in the experimental study and to investigate the preparation teacher in teaching reading comprehension by think-pair-share for eighth grade at SMP Al-Yasini Ngabar-Kraton-Pasuruan.

In collecting the data, the researcher used qualitative research method. To analyze the technique which used by teacher in teaching reading comprehension and the ability of the students’ when the teacher used the technique for teaching reading comprehension. And the data of the research are collected by observation, documentation, questionnaire and interview. The researcher collected for documentation using checklist to collect documents, the researcher observed by watching and analyzing the teacher while she is teaching reading, the questionnaire was taken to find out the students’ problem and the response of the students’ about using think-pair-share techniques in teaching reading narrative text, and the interview given for the teacher. The researcher as interviewer ask some information to the teacher about the students’ problem, teacher’s problem, how to solve the problem, the implemented technique, opinion about used think-pair-share techniques in teaching reading narrative text and the researcher ask to the teacher about the standard minimum score of English for eighth grade.

The instruments which are used in this research are observation, documentation, questionnaire and interview. The researcher collected for documentation on April 30th and May 07th, 2015 and the researcher using checklist to collect documents. The observation in the classroom on April 30th and May 07th, 2015. The questionnaire was held on May 21st, 2015 and the interview given for the teacher on May 21st, 2015. In interview the researcher interview about the
problem in teaching reading and to get information on the use of think-pair-share technique in teaching reading.

**FINDING**

When the researcher observed in the classroom, the researcher found the teacher’s preparations before entered the class, the process of teaching learning, the teacher evaluate the students and the teacher and students problems.

The teacher’s preparation in the teaching learning process, before started to teach reading narrative text by using think-pair-share that included the syllabus, the lesson plan, the material, and the evaluate of material. The teacher had prepared the instructional preparation before began teaching learning activity. The first preparation was syllabus. Syllabus for English would be developed by teacher connected with the contextual teaching and learning activity. The syllabus contained of identity, subject matter, semester, competence standard, based competence, the material of the study, learning activity, indicator, the assessment included techniques, instrument form and example of instrument, time allocation, and source of the study. The second preparation was lesson plan. The lesson plan was planning of teaching and learning activities that develop of syllabus used by the teacher in one of two meeting that would be given to the students in learning process such as the steps of teaching reading using discussion for the eighth grade. The third preparation was the material would be given by teacher to the student after teaching and learning process. Evaluate the material used Cinderella story included ten questions about the narrative text of Cinderella.

In this research, the researcher observed teaching learning process and the researcher observed in two meetings that conducted at April 30th and May 07th, 2015.

The first meeting, the researcher found the teacher prepared the media would be used in this study. The media used in this study, the teacher prepared the text of narrative about Snow white. And the teacher gave a text of narrative to the students one by one. After that, the teacher asked to the some students to read the text while correct the student’s pronunciation. The teacher asked the students to discuss about the text with her friend. The students explained the contained of the text to the friend. And while the students discuss, the teacher asked to the students had finished to present the result of discuss about the text in front of class. During this activity, the students mutual indicate another team because they are not confident and shy to present in front of class and there is a team confident to present the result of discuss while they are told a story the text (Snow White). After there is a team that confident to presented, the other team motivated to present the result of discuss. After the students presented, the teacher gave some questions to the students about the narrative text. The teacher asked to the students to found the generic structure (orientation, complication and the resolution) and the language feature of the narrative text (Snow White).

In the second meeting, lasted for fifty minutes. Firstly, the teacher showed a story to the students (Cinderella) and the teacher asked the students about the story then the
teacher asked the students to read the text one by one. While the students read the text one by one, the teacher paid attention to the students and mention the correct pronunciation of the text if there was students’ wrong to read the text. In this study focused on the students’ ability in learning reading well. After the students finish reading the text, the teacher asked to the students about the difficulties of word. When the students found the difficulties word, the teacher wrote on the white board and the next the teacher discuss the difficulties word together. After that the teacher gave some questions to the students about the text. Here were some questions:

1. What kind of the text is it?
2. Tell the generic structure of the text?
3. Who was Cinderella?
4. Who were lived with Cinderella?
5. Did the two stepsisters treated Cinderella very badly?
6. How did the fairy godmother help Cinderella?
7. What did Cinderella do at the ball?
8. What did Cinderella do at midnight?
9. How did the Prince and his men find Cinderella?
10. What happened to the Prince and Cinderella at the end of the story?

After the teacher gave some questions to the students, the teacher asked to the students to answer the questions. During the students answered the questions, the teacher checked the students to knew the activity the students. After the teacher answered the questions, the teacher asked the students to change the task with friends and discussed the answered together. The score of one question is ten points. If from all of the questions was true so the students get 100 points.

The researcher also found the teachers’ evaluation to the students, which reading evaluation conducted by giving written text to read by students and the teacher gave 10 questions. Here the teacher corrected the student’s pronunciation, fluency, intonation and accuracy. The teacher gave the assignment to the students. It aimed to evaluate the student’s reading and know the students’ skill in reading narrative text by using think-pair-share technique. This assessment was effective ways to know the students ability in learning reading. The scoring based on standard minimum of English in SMPU Al-Yasini. The standard minimum of English in SMPU Al-Yasini was 80.

In addition, the researcher found the teacher and student’s problems. The researcher found the teacher’s problems based on interview and observation. The first problem faced by the teacher when taught reading narrative text, the students always make the situation in the classroom crowded such as the students speaking with other friends, play with other friends, doing other task, not paid attention to the learning process, sleep in the class because most of them includes Muslim boarding school children so they always sleep in the class room, sometimes they were played her laptop when learning process begins because this class included excellent class, so all of the students were allowed to bring her laptop in learning process. The second problem was about time allocation. The teacher cannot managing time and use time effectively because before start the teaching and learning process, the teacher must prepared media used in teaching reading narrative text and sometimes the students disturb
learning process such as the students make noisy in classroom the teacher should be able to control the class so that the learning process can run smoothly. 

And the researcher knew the problems of the students based on observation and questionnaire. The problems of the students are The first problem of students when study reading was the students feel bored in reading English and the students not really like to read English language because the students difficult in pronunciation English and the students difficult to found the meaning of word, so the students not really good to read the text and also become students lazy to learning reading in English language. When the teacher asked the students to read the text, they feel shy to read the text because they were afraid of getting wrong in say the English word. So that the students still confuse to discuss with their friends. The second problem of students was vocabulary, some students not understanding what they read and the students cannot meaning quickly because the students not yet regular read. The students needed dictionary to meaning of the word one by one.

DISCUSSION

From the finding, the teacher planned the instruction that will be presented to the classroom. In this teaching learning process, the teacher prepared the syllabus, lesson plan, material and the evaluated of the material. The teacher made good preparation in order to plan to teach reading skill. BadanStandarNasionalPendidikan 2006 (in Sari 2013) stated that Curriculum is a set of plan and arrangement about purpose, contents, and lesson method as compass to reach the purpose of education. While KTSP is the operational curriculum arranged in education. The contents of KTSP are structure, content of curriculum, education calendar, and syllabus. In KTSP, the teacher does not have to describe the objectives and materials in detail for a teaching learning process in the classroom.

The first was taken from department education of English syllabus that should be designed based on the principle of the competence standard and based competence. The syllabus consist of identity, subject matter, semester, competence standard, based competence, the material of the study, learning activity, indicator, the assessment included techniques, instrument form and example of instrument, time allocation, and source of the study.

The second preparation was lesson plan. Lesson plan is very important in teaching English because it was a way how do the teacher going to conducted the teaching in order to achieve the projective effectively and efficiently.

The third was the material used in teaching reading narrative text. The material was needed in teaching because the material used as media to teach especially in teaching and learning reading narrative text. Without the material, the teacher cannot teach effectively.

The last preparation was evaluated of the material. The evaluated used to know the skill of the students in learning English.

The data which obtained from the observation in the classroom, the teacher use narrative text in the teaching learning process and she use fairy tale story. In this lesson, there are some steps of teacher to teaching reading narrative text, included pre-activity, whilst-activity, and post-activity.

According to Sari (2007) pre reading means that the teachers
perform activities such as relating passage contents to the students’ worlds, presenting key vocabulary prior to encountering it in texts, and noting the organization of a passage so students can use it as a tool for understanding. According to Gravity (2013) while reading activities is defined as activities that help students to focus on aspects of the text and to understand it better and post-reading according to Cox (2009) after or post-reading strategies provide students a way to summarize, reflect, and question what they have just read.

In this lesson, the teacher used think-pair-share technique in teaching reading narrative text. Think-pair-share technique made the students active to thinking the text in learning.

In the first time, the students still confused the instruction of teacher about the task with used think-pair-share technique in teaching learning English reading. After the teacher gave explanation about the task, the students understand her task in learning process. When the teacher used think-pair-share technique in teaching English reading, the students more active to discuss with her friend and can active in thinking.

According to Widiati (2014 : 36) there are seven the benefits of think-pair share, they are:
1. With the time to thinking, can be increase the students’ quality of idea and the answer
2. The students can be active in thinking process
3. The thinking process of students to be more focus when discuss with friends
4. After the lesson is completed, the process of thinking of students is still maintained
5. The students fell enjoy when discussion with a friend than in big group
6. This technique can used in other lesson
7. Can develop the ideas based on the idea from other people

From the observation, the researcher found the teacher evaluated students’ reading by correcting the students’ evaluation in individual and discusses with her friend. According to Fachrurrazy (2012), the evaluation of reading comprehension there are Appreciative and critical.

- Appreciative: emotional reactions to content or subjects; extension of emotional and attitudinal aspects of concepts; emotional response to story line movements (plot).
- Critical: questioning of opinions, information, format, and presentations; development to define ideas of satisfaction or dissatisfaction; identification of specific flaws either of the whole or of parts; taking exception to particular ideas; questioning authenticity and author.

In this study, the teacher scoring the students was counted the result of the task of the students based on the individual score. By that scoring, the teacher could the reading skill in accepting the material the material given and the teacher knew the students who got high score and the students who got low score.

After the researcher collected the data from findings there were some problems of students and teacher in teaching and learning English reading narrative text. The students often have a problem to reading.

Based on observation and interview, the researcher got the data. The teacher faced a limited problem in teaching reading narrative text by using think-pair-share technique. The problems were situation of class and time allocation.

The first was the situation of class when the process of learning
reading begins. The students in the class make the situation crowded so that the teacher cannot explain the material effectively and in teaching learning process cannot run smoothly the teacher should be able to control the class so that the learning process can run smoothly and the students pay attention the explanation of teacher. Beside that the students used her laptop and sleep in the classroom when teaching learning process begins. The teacher should be distinct to the students so that the students discipline.

The second was about time allocation. The teachers of SMPU Al-Yasini have 40 minutes per session in teaching English. And at that day the teacher have 80 minutes in one meeting. But in a fact, sometimes that is to be use another activity such as noisy, control the class, announcement, and collect their assignment. That makes the teacher has never finished the material in teaching. However the teacher should be finished the material as written in the lesson plan. Before the teacher started the teaching, the teacher must read and understand the lesson plan. So, the time allotment in every subject of the study includes the English subject should be suitable lesson plan and the teacher should be controlling the students. According to Shore (in Hikmah, 2013), the teacher often spend little time teaching their students and also needed much time to organized the students.

The students often have a problem to reading. According to Marzola (in Hikmah, 2013) state that the students cannot remember what they read in a story or what the teacher just explained to the students, such as stopping at shorter sections to make sure they are building meaning before they get too far lost.

Based on observation and questionnaire, the researcher got the data. The teacher faced a limited problem of students in teaching reading narrative text by using think-pair-share technique. The problems were the students not really like and fell bored in read English language because pronunciation and the spelling of the words so the students not really good to read the text and also become students lazy to learning reading in English language. When the teacher asked the students to read the text, they feel shy to read the text because they were afraid of getting wrong in say the English word. So that the students still confuse to discuss with their friends. The students also difficulty in vocabulary, some students not understanding what they read and the students cannot translate the text quickly because the students not yet regular read. The students needed dictionary to meaning of the word one by one because the students has limited vocabulary the students problem was low motivated in studying English. In this lesson the students faced a limited problem in learning reading by using think-pair-share technique. The researcher only found some students faced less the pronunciation to read.

CONCLUSION

From the explanation above, the researcher know how the process of teaching and learning reading of narrative text used think-pair-share technique. Before the teacher came into the class, preparations should be prepared by teacher. In this teaching learning process, the teacher prepared the syllabus, lesson plan, material and the evaluated of the material.

In this study there are three steps in this study doing by students. The first, students were asked to work in pair and the teacher asked the
students to thinking about the material after the students know the text, they were asked by teacher to sharing with friend.

In teaching reading by using think-pair-share technique, help the teacher in teaching reading narrative text, because the students work with friend and when the teacher used think-pair-share technique in teaching and learning reading of narrative text can be increase the students’ quality of idea because the students can be active thinking and fell enjoy when discussion with friends. In this study, the researcher found that the students more active in thinking and they motivated be confident by another friends to reading in front of class.

In this study, the researcher faced a limited problem in teaching and learning reading narrative text by using think-pair-share technique. The researcher just found some teacher’s and student’s problems. The researcher found the problem of the students that the students not really like and fell bored in read English language because pronunciation and the spelling of the words so the students not really good to read the text and also become students lazy to learning reading in English language. And the researcher found the teacher’s problem included the situation in the classroom and time allocation.

I hope in teaching reading, the teacher can be giving other techniques to increase the student’s ability in learning reading and so that the students more active in learning reading not only explain the material.

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