

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Education is a process of learning which aims to gain knowledge, practice skills, and construct students' characters. Biesta (2015) states in education, students acquire knowledge, characters, morals, and skills. They get them from educators who have an important role in the learning process. They transfer and implement the knowledge to students. The educators can choose many teaching techniques, methods, and strategies to improve students' learning. However, the ways they implement these techniques, methods, and strategies are not optimal. Lampert (1985) expressed that the teachers cannot implement the method properly because of the situation in the classroom beyond their expectations. In addition, they are also faced with a dilemma in improving students' understanding or completing the curriculum. Noom-Ura (2013), Yulia (2013), and Mumary Songbatumis (2017) also mentioned that the curriculum, textbooks, assessment methods, and time allocation are some of the problems faced by teachers in implementing learning methods. Brown & Rose (1995) stated that parents' expectations, curriculum demands, and insufficient time allocation were obstacles faced by teachers during the learning process. Some teachers still have difficulty differentiating between Higher Order Thinking Skills (HOTS), methods, and strategies. It is because they only understand conceptual knowledge (Retnawati et al., 2018). Gocer (2008) mentioned that a professional teacher is the one who has quality in the selection of strategies and methods to be implemented in the classroom.

In 21st-century learning, education focuses on student-centered approaches. According to Killen (1996), student-centered learning is discovery, inductive, or inquiry learning in which students become more active in the learning process and the teachers only as facilitators. The teacher needs a strategy or method to make the learning process becomes effective. In reference to this, Cooperative Learning (henceforth CL) is one of the learning models that are popular and widely used in the learning process. It can also be called Collaborative Learning (Richards & Rodgers, 2001). Killen (1996) states that the CL is a learning model that encourages students to learn in groups and interact either between friends in groups or between groups. Richards & Rodgers (2001) & Freeman (2000) explained that the implementation of CL involves pairs or small groups in learning activities.

Think-Pair-Share (TPS) is one technique of CL. Concisely, Richards & Rodgers (2001) defines the stages of TPS strategy as follows; the first is the teachers provide a topic or question to the students; then, the students are given time to think, after, they discuss with their partners in the groups, and afterward, they share the results of their thoughts and discussion. TPS is a strategy that is often used in the learning process. Raba (2017) shows that in implementing TPS strategy, the students become involved in discussion activities and respect different ideas and opinions.

Several previous studies revealed that TPS strategy is able to be implemented in all language skills such as listening, speaking, reading, and writing skills. Marashi & Tabatabayi (2019) state that the TPS strategy can increase students' motivation and achievement and also help them to improve teamwork in learning.

They discovered that TPS strategy was applied to listening skills and obtained positive results. The students were able to listen to the audio to understand the information and to find new ideas. Usma (2015) applied TPS strategy in speaking skills. The positive effect is obtained by involving the student in the learning process or discussion, thereby affecting the students' achievement and improving students' speaking ability. Liunokas (2019) & Khoirul Fahrudin et al. (2019) state that the TPS strategy can improve students' reading and writing skills.

Program for International Student Assessment (PISA) makes the government in Indonesia pays attention to reading comprehension achievement. It is because the score of reading in Indonesia is still at the lower level. According to OECD 2014b, as cited in Suprpto (2016), the rank of PISA in 2012 in Indonesia was in the 64<sup>th</sup> position. The mean score of reading in Indonesia is 396 by the standard 492. The mean score of reading in Indonesia in 2015 is 397 by the standard 493. While the mean score of reading in Indonesia in 2018 is 371 by the standard 487. The result of PISA shows that the students' reading interest in Indonesia is still low.

Another fact is some students in Indonesia still have lack of motivation in reading. Salikin et al. (2017) revealed that students in Indonesia are not motivated to read English due to their educational background and lack of vocabulary. There is still no improvement in reading even though the education policy in Indonesia requires that every individual obtains an education for 12 years, namely 6 years for elementary school, 3 years for junior high school, and 3 years for high school. The problem is the students find it difficult to read, especially reading English. Lacking of vocabulary and understanding the content become the main problem in reading.

According to Bndaka (2007), some students in Greece have difficulty and feel uncomfortable when they read the text in which the language is real or language that has never been read. Meanwhile, the students in Indonesia are more motivated in reading on external than intrinsic factors (Indrayadi, 2021). The external factor is the students want to obtain good grades on reading and obtain appreciation from teachers, friends, and others. Bouffard-Bouchard et al. (1991) state that students will be motivated to learn when students know the way how to study better.

The demand of the teachers in the Covid-19 pandemic is to require that the learning process of reading be carried out through online learning. According to Istifci (2016), online learning is needed by the students to obtain feedback on independent learning from the teachers. However, teachers and students face several problems that occur in online learning. In fact, education must involve technology in the 4.0 revolution. Gardner (1994) explains that technology can refer to several things such as artifacts, processes, social systems, education, fields of work, and fields of study. Kereluik et al. (2013) reveal that technology has the ability to construct, seek, and process information in various media. Technology has made it easier to access information or knowledge in the information sources. In addition, Kereluik et al. (2013) mention the effective use of technology which is able to determine when, in what situations, and why to use the technology.

In the rapid development of technology, teachers should be able creative to make the learning atmosphere interesting. However, the reality is the teachers have not been able to use technology optimally. Sipilä (2013) states that the majority of teachers do not know to use ICT. It makes them unprepared to use it in the teaching

and learning process. Spiteri & Chang Rundgren (2020) revealed that teachers require skills and knowledge in using ICT. Therefore, they should practice well. One of the technologies as an online learning platform is Google Classroom. It is easy to use and implement outside the classroom effectively. Iftakhar Shampa (2016) stated that implementing Google Classroom is easy to use or access. It also helps increase students' willingness to learn and encourages them to become active learners. Besides, Bhat et al. (2018) explain that Google Classroom is effective as a medium to submit the students' assignments rather than manual submission.

Based on the background explanation above, SMKN 1 Kuta Selatan is the place for this study to be conducted by the researcher. Based on preliminary observation and informal interviews with one of the teachers, the researcher obtained that the teachers at SMKN 1 Kuta Selatan have implemented TPS strategy to improve reading comprehension on Google Classroom. They have implemented the TPS strategy when teaching and learning reading activities are still conducted face-to-face. However, due to the Covid-19 pandemic, they have to implement the TPS strategy through Google Classroom.

This unique thing encouraged the researcher to conduct this research. It is because the first time the teachers implement the strategy on online learning platforms. Academically, there are several pro and con studies regarding the implementation of strategy on online learning platforms. Murugesan & Santhirasekaran (2021) revealed that students were lack of knowledge about the usefulness of the features of Google Classroom. In addition, the instability of the internet connection affects the implementation of the online teaching and learning

process. Zuriah (2020) states that the readiness of technology and a good internet connection is a specific concern for teachers in implementing strategies on online learning. Besides, Tuanany (2019) states that implementing TPS strategy makes teachers unable to prepare lesson plans accurately. Sampsel (2013) reveals that students focus on the learning material when the teacher implements the TPS strategy. Putri & Sari (2021) also state that teachers apply an asynchronous strategy to reduce the obstacles to online learning. It means that they provide teaching materials and work on tasks indirectly in the online learning process. Thus, the researcher is encouraged to conduct a study that focuses on analyzing the implementation of the TPS strategy in reading on the Google Classroom at SMKN 1 Kuta Selatan.

## **1.2 Problem Identification**

Reading is one of the language skills that are difficult for students to be interested in. The data of PISA shows that reading in Indonesia is still low. Lack of motivation and lack of vocabulary is one of the factors of students' disinterest in reading. Therefore, the teachers use teaching methods and strategies so that students' interest in reading can increase. One of them is TPS strategy. Teachers at SMKN 1 Kuta Selatan have implemented the TPS strategy in the reading class. However, with the Covid-19 pandemic, face-to-face learning is replaced with online learning. One of the online learning platforms used by teachers is Google Classroom. Uniquely, they still implement the TPS strategy on Google Classroom. In addition, several previous researchers said that there are many obstacles when the teachers implement the strategies through Google Classroom, such as

preparation for learning, the internet connection, and the features of Google Classroom. In contrast to some other researchers who state that teachers can use asynchronous strategies in conducting online learning. Thus, it encourages researcher to analyze the implementation of TPS strategy on Google Classroom.

### **1.3 Limitation of Problems**

This study is limited to analyze the implementation of TPS strategy on Google Classroom, to describe the teachers' and students' perceptions, and the reasons for the implementation of TPS strategy on Google Classroom in teaching reading to students at SMKN 1 Kuta Selatan. The participants in this study are teachers and students at SMKN 1 Kuta Selatan.

### **1.4 Research Questions**

This research analyzes the implementation of TPS strategy on Google Classroom in teaching reading to students at SMKN 1 Kuta Selatan. It is formulated four research questions of the present research as follows.

- a. How do the English teachers implement TPS strategy on Google Classroom in teaching reading to the students at SMKN 1 Kuta Selatan?
- b. What are the English teachers' perceptions of using TPS strategy on Google Classroom in teaching reading to the students at SMKN 1 Kuta Selatan?
- c. What are the students' perceptions of using TPS strategy on Google Classroom in leaning reading at SMKN 1 Kuta Selatan?
- d. What are the reasons of the English teachers use of TPS strategy on Google Classroom in teaching reading to the students at SMKN 1 Kuta Selatan?

## **1.5 Purpose of the Study**

The purposes of the study are:

- a. To describe the implementation of TPS strategy on Google Classroom in teaching reading to the students at SMKN 1 Kuta Selatan.
- b. To explain the teachers' perception of using TPS strategy on Google Classroom in teaching reading to the students at SMKN 1 Kuta Selatan
- c. To explain the students' perception of using TPS strategy on Google Classroom in learning reading at SMKN 1 Kuta Selatan.
- d. To describe the teachers' reasons of using TPS strategy on Google Classroom in teaching reading to the students at SMKN 1 Kuta Selatan.

## **1.6 Significance of the Study**

The result of this study is expected to provide information on the TPS strategy on Google Classroom. It is can also be used as a reference or guidance for the teachers when they want to implement this strategy in the learning process.

In addition, it is expected to provide useful information for the development of knowledge, especially in reading comprehension and TPS strategy on the Google Classroom. It is also expected that the result of this study can give beneficial details to the teachers and the students at SMKN 1 Kuta Selatan.