

CHAPTER I

INTRODUCTION

This chapter discusses some topics related to background of the study, problem statement, hypothesis of the study, purpose of the study, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Background of The Study

English is a major international language which is most spoken by people in the whole world. According to Graddol (in Harmer 2007: 18) he assumed a number of future possibilities, all of which questioned the surely of English as the most necessary of world language. Because of this reason, English is taught in every level of education from kindergarten to university. The English knowledge will help people to be easier to current issue and to have better in life.

We know in this modern era english is very important, because it is international language, so not just a students, teachers but all the people should know and learn about this subject. but learning eenglish is not easy as we think because we have to master some basic of English it self such as: speaking, reading, listening and writing.

According to Nuttall (1996: 2) reading is a process of the readers incorporating information from a text and their own background knowledge to know the meaning and the contents of the text. Reading to get the right information and knowledge from the text. As we know, reading is a good way to get so many knowledges, reading can help students to get informations and knowledges easily.

Every students can read the reading text but here the most important thing is how students can understand what the meaning and the contents of the reading

English text, because so many students do not understand what they have read, they just read without knowing the meaning of the reading English text, so they should not just learn about reading English but they have to learn reading comprehension. As stated by Nunan (2003: 68).

Grabe and Stoller (2002:17) reading comprehension is the process readers that combine information from the text and the background knowledge of their own to construct the meaning fluently. It means that there is a process when the readers are reading the text. The process combines all information of the text or person background knowledge for catching information and to understand or to gain the information of the text.

Reading comprehension is a good method to expand and to interpret written language (including books and other forms of written language) and creating meaning from written language. But, most students find difficulties in learning reading comprehension even though they have done it for many years. They still do not understand how to interpret a text and get some information from the text. Therefore, reading comprehension in fact is not as easy as some people think.

Most people read the text without comprehending on how they do it since they assume reading comprehension is not very important. Some research findings show that Indonesian students are poor in reading especially for reading comprehension. Sulistyowati in Agustina (2011: 76) said that “the ability and the interest of the Indonesian society to reading was very low” and this statement is also supported by research done by UNESCO (Jawapos December 2009) , that among the 39 countries in the world, Indonesia is placed on number 38.

This may be caused by several factors as follows: first, Indonesian people have

been adjusted to listening to stories rather than reading books when they were children (the absence of reading culture). Second, reading comprehension is difficult to learn. The last is, the teaching strategies implemented could not motivate students to read more.

Therefore, English teachers should have several of methods and techniques, so the students can achieve the purpose of reading comprehension. That is the basic reason of the researcher feels curious to try the Think- Pair- Share technique in teaching reading comprehension and hope it gives significant effects in teaching reading comprehension.

The researcher use TPS (think-pair-share) technique in teaching reading comprehension because TPS is the one of probability activity that gives students feeling of freedom to understand English by them. TPS are also potentially useful to push students to understanding the text. This strategy need students to (1) think about the topic or answer the question individually; and (2) share the ideas with their friends in the class.

Discussing an answer with their partners to maximize participation, focus attention and tie students in comprehending the reading text in a group. Of course, it is based on the number of the students. Each group should answer the questions that are given by the teacher. Borges (2001) states that Think- Pair-Share technique can be used in all curriculum areas and is limited only by the creativity of the teacher.

This structure is an excellent substitute for the normally competitive structures in a question and answer session, as well as an essential structure to introduce early in the process of establishing the “co-operative classroom.” And it feels

more secure than a large group activity because it is really hard to be left out of a pair.

Most of researcher use this technique to know the effect of their teaching reading comprehension using TPS (think-pair-share) technique because is created to give the opportunities to develop and increase students' achievement in teaching reading comprehension easily. And the students can work together with their partner in the group that consist of two or three students that will work together to get the meaning of the achievement of reading text.

According to previous study which was done by Gede Natha Darsana (2014). With the title Improving Reading Comprehension through Think Pair Share of the Tenth Grade Students' of SMK PGRI 4 Denpasar in Academic Year of 2013/2014. The research design of the study was classroom action research. Because supported of the research or previous studies before that almost of them were success to apply TPS (Think-Pair-Share) technique used Classroom action research. So, he wanted to improve reading comprehension of the tenth grade students" of SMK PGRI 4 Denpasar through think, pair, and share technique.

There were three variables of this research, they were: improving, reading comprehension and TPS (Think-Pair-Share). The population of this study was all the students of class X at SMK PGRI 4 Denpasar in Academic Year of 2013/2014 and the sample was class X MM 3 at SMK PGRI 4 Denpasar in Academic Year of 2013/2014, which consists of 38 students. The researcher applied the TPS (Think-Pair-Share) technique in the class X MM 3 at SMK PGRI 4 Denpasar because he saw from the result of the reserach the students of class X MM 3 was low in reading comprehension.

The limitation of study was reading comprehension focused on descriptive text to find the main paragraph of descriptive text and the essence of the descriptive text due to the lesson plan. The researcher used three kinds of research instrument. They were: lesson plan, achievement test, and questionnaire. To collect the data, the researcher used reading comprehension in objective test which were administered at the end of the sessions, the tests were in the form of achievements test. And the researcher used the formula to analyze the obtain data and it could be drawn as the follows: $M = \frac{\sum X}{N}$ = Mean $\sum X$ = Sum of score N = Sum of individuals.

After collecting and calculating the data, the researcher found that the mean score of the pre-test (57.33), post-test I (69.50) and post-test II (79.67). And the result of this research was classroom action study proved that think pair share technique could improve the reading comprehension of the tenth grade students of SMK PGRI 4 Denpasar in academic year 2013/2014. And it can be conclude that the post-test in the cycle showed there was significant improvement concerning the subjects' ability in reading comprehension.

There were many differences of the study done by Gede Natha Darsana with the researcher. The first was about the research design, the study above was classroom action research while the researcher was experimental research. If classroom action research design gave significant effect in teaching reading comprehension. So, experimental research design expected gave significant effect in teaching reading comprehension too.

It could be a chance for the researcher to try the TPS (Think-Pair-Share) technique again with different research design. The second was about the level of

school, Gede Natha Darsana was applied TPS (Think-Pair-Share) technique in the class X at SMK PGRI 4 Denpasar in Academic Year of 2013/2014 while the researcher was applied TPS (Think-Pair-Share) technique in the class XI at SMA YPI Darussalam Cerme in Academic Year of 2016/2017. In the study above just applied the technique in class X at SMK PGRI 4 Denpasar did not include all the level of schools, so, the researcher tried to apply the technique in another level of school that was in the class XI at SMA YPI Darussalam Cerme. The third was limitation of the study, Gede Natha Darsana was focused on descriptive text to find the main paragraph of descriptive text and the essence of the descriptive text in reading comprehension.

Whereas, the researcher was focused on short functional text (pamphlet) and hortatory exposition text in reading comprehension. Because the study above only gave material focused on descriptive text and did not include all the material in the schools yet. So, the researcher tried to applied another material. There were: short functional text (pamphlet) and hortatory exposition text as the material in teaching reading comprehension. The research instrument above were lesson plan, achievement test, and questionnaire. Whereas the researcher were pre-test, treatment and post test.

To collect the data, Gede Natha Darsana used reading comprehension in objective test which were administered at the end of the sessions, the tests were in the form of achievements test. While the researcher took the students' scores from the tests. Here, the researcher collects pre-test and post test scores in collecting the data. And to analyze the data, Gede Natha Drasana used the formula to analyze

the obtain data and it could be drawn as the follows: $M = \text{Mean } \Sigma X = \text{Sum of score}$ $N = \text{Sum of individuals}$.

While the researcher analyzed the data used the independent sample t-test in SPSS version 14.0 program. We had many differences in doing the research, so, it could be a chance and appropriate for the researcher to try the TPS (Think-Pair-Share) technique again in the different research design, the level of school, the material, the research instrument, collected the data and analyzed the data.

The Second previous study was done by by Abdul Khalim (2010). With the title The Effectiveness of Cooperative Learning Think Pair Share Type To Improve Students' Understanding on Quantifier. The researcher used true experimental research as the design of the research. Because true experimental research design was kinds of good experiment and there any experiment and control class. The variable of the research were quantifier, think pair share and teaching quantifier. The population of this study was all the students of the Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010.

The sample of the research were class VIII D was experimental class (the students who were taught using think pair share), class VIII E was control class (the students who are not taught using think pair share). And every class consisted of 30 students. He choosed class VIII D and VIII E because both of class had same average value. The limitation of the study was grammar and The instruments of this study was objective test. To collect the data they were: observation and test. After collecting the data the researcher analyzed it. The first analysis data was taken from the try out value and the second was pre test value and the last was post test value.

The result of the research: The mean of grammar test score of the experimental were 77.667 and the mean of grammar test score of control class (the students who taught without using think pair share) are 68.000. The test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 3, 214, while the value of t-table on a = 5% is 2,00 ($3,755 > 2,00$). The hypothesis is accepted. So, It could be conclude that the using think pair share is more effective than without using think pair share method in teaching quantifier.

There were some differences of of the study done by Abdul Khalim and the researcher. The first was about the research design, the study above used true experimental as the design of his study. Whereas, the researcher used quasi experimental as research design. If true experimental gave significant effect in teaching quantifier, so, quasi experimental expected gave significant effect in teaching reading comprehension.

The second was about the level of school, he applied his study in the class VIII D and class VIII E of Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010. While, the researcher applied the study in the class XI A and XI B of SMA YPI Darussalam Cerme in the Academic of Year 2016/2017. The study above only applied TPS (Think-Pair-Share) technique in the level of junior high school and did not include all the school yet. So, the researcher tried to implement the TPS (Think-Pair-Share) technique in the level of senior high school.

The study above used grammar as limitation of his study, while, the researcher used reading comprehension (short functional text and hortatory text)

as the limitation of study. Because of Abdul khalim used grammar as material to teach quantifier and did not include all the material in the school yet, so, the researcher used another material to teach, that was reading comprehension (short functional text and hortatory text). We had some differences in doing the research, so, it could be a chance for the researcher to try TPS (Think-Pair-Share) technique in another research design, the level of school, the material and the limitation of study.

The third previous study which was done by Dinda Fatariq Andika Lubis (2014). With the title Improve students' speaking achievement through Think-Pair-Share technique. The research design was classroom action research. She used class room action research because the previous studies before showing that the used of classroom action research in applying TPS (Think-Pair-Share) technique were success. There were two variables of this study, they were: speaking and Think-Pair-Share technique.

The subject of her study was in the class of eleventh (XI) grade students, XI-IPA 1 SMA Nusantara Lubuk Pakam Academic Year of 2013/2014. She applied TPS (Think-Pair-share) technique in teaching speaking, she increased speaking skill because the students in the class XI-IPA 1 SMA Nusantara Lubuk Pakam were less in speaking skill and needed to improve. The instruments to collect the data were quantitative (speaking test) and qualitative data (diary notes and observation sheet). And to analyze the data she used the qualitative data were taken from the interview, questionnaire, diary note and observation sheet while quantitative data were taken from the students' oral test, namely speaking

performance and use transactional language. And score were used for analyzing the improvement of the students' speaking achievement in every cycle.

After collecting and calculating the data, she found the mean of the students' score in cycle I was 66.11 and cycle II was 73.27. Based on the data analyzed, there was a significant achievement in cycle I and cycle II. In the speaking test, the students' score kept improving in every test, The result of the research could be concluded that by applying think-pair-share technique in teaching English, especially in speaking was effective to improve the students' speaking achievement.

There were some differences between the study which was done by Dinda Fatariq Andika Lubis and the researcher. The study above was used classroom action research design to apply TPS (Think-Pair-Share) technique in the students of class XI-IPA 1 SMA Nusantara Lubuk Pakam. Whereas, the researcher was used experimental research design to apply TPS (Think-Pair-Share) technique in the students of class XI A and XI B at SMA YPI Darussalam Cerme. In case, Dinda Fatariq Andika Lubis applied TPS (Think-Pair-Share) technique used classroom action research was effective to improve the students' speaking achievement. So, the used of experimental research design expected can give significant effect in teaching reading comprehension. The next was about the skill of students, she used TPS (Think-Pair-Share) technique to improve the student's speaking skill or ability.

While the researcher used TPS (Think-Pair-Share) technique to know the effect of the technique in teaching reading comprehension. Because of the study above did not conclude all the skill in English lessons. So, the researcher wanted

to try the TPS (Think-Pair-Share) technique in another skill in English lessons by using reading comprehension. The instrument to collect the data of the study above were quantitative (speaking test) and qualitative data (diary notes and observation sheet). While the researcher took the students' scores from the tests. The researcher collects pre-test and post test scores in collecting the data. And for analyzing the data she used the qualitative data were taken from the interview, questionnaire, diary note and observation sheet while quantitative data were taken from the students' oral test, namely speaking performance and use transactional language. While the researcher analyzed the data used the independent sample t-test in SPSS version 14.0 program. The study of Dinda Fatariq Andika Lubis and the researcher had differences in doing the research. So, it could be a chance and appropriate for the researcher to try and applied the (Think-Pair-Share) technique in the different research design, skill or ability, the instrument to collect the data and to analyze the data.

The last previous study was Al Furqon (2014) with the title The effect of Think-Pair-Share model and motivation on students' reading comprehension achievement. The researcher used experimental research as the design of the research. The variable of the research were Think-Pair-Share Model, teacher-centred, motivation, reading comprehension achievement, and eight graders. The population of the study was all the students of eighth grade students of SMP Negeri 1 Gelumbang in Academic Year of 2013/2014. The sample of the research were four classes divided into two groups as control group and experimental group which consisted of 20 students each group. The limitation of the study was narrative text and the researcher used 2 kinds of research instrument they were:

pre-test and post-test. The researcher used reading comprehension test along with questionnaire from Teacher Ratings of Student Motivation to Read (TRSM) were used to collect the data. And for analyzing the data the researcher used SPSS.

After collecting and calculating the data, the researcher found that the mean score from the statistics calculation measuring significant difference in reading comprehension achievement between the students who were taught by using think-pair-share model and those who were taught by using teacher centered method was 0.000. So, It meant that the p-value was lower than the mean significant difference at the 0.05 level. Finally, the result of his study was there any significant difference in reading comprehension achievement between the students who were taught by using Think-Pair-Share model and those who were taught by using Teacher-Centred method.

There were some differences of the study which was done by Al furqon with the researcher, so, it gave a chance for the researcher to try the TPS (Think-Pair-Share) technique again. The first was about the level of school, the study above was applied the TPS (Think-Pair-Share) technique in the SMP Negeri 1 Gelumbang in Academic Year of 2013/2014. While the researcher applied TPS (Think-Pair-Share) technique in the SMA YPI Darussalam Cerme in Academic Year of 2016/2017. Because of the study above only applied the TPS (Think-Pair-Share) technique in the SMP Negeri 1 Gelumbang and did not conclude all the level of school. So, the researcher had a chance and appropriated to try the technique in another level of school that was SMA YPI Darussalam Cerme. The sample of the research above were four classes divided into two groups as control group and experimental group which consisted of 20 students each group. While

the researcher took sample of two classes divided into two group as control and experimental group which consisted of 38 students each group. And the limitation of the study above was narrative text.

Whereas the researcher used short functional text (pamphlet) and hortatory exposition text as the material to teach reading comprehension. Because of the study above only focused on narrative text and did not include all the material in the schools, so, the researcher tried to used another material in teaching reading comprehension, they were short functional text (pamphlet) and hortatory exposition text. The researcher used reading comprehension test along with questionnaire from Teacher Ratings of Student Motivation to Read (TRSM) were used to collect the data.

While the researcher collects pre-test and post test scores in collecting the data. And to analyze the data the study above used SPSS without explained what was the version. While the researcher used the independent sample t-test in SPSS version 14.0 program to analyze the data. The study which was done by Al furqon and the researcher had some differences. So, it could be a chance and appropriate for the researcher to try the TPS (Think-Pair-Share) technique again in the different level of school, the material, collected the data and analyzed the data.

From the discussion of the previous studies above, the researcher interested and curious to try and implement the TPS (Think-Pair-Share) technique in teaching comprehension in the class XI at SMA YPI Darussalam Cerme because most of the previous studies used the TPS (Think-Pair-Share) technique were gave significant effect of their studies. Moreover, the researcher found some differences in our study, So, it could be a chance for the researcher to try and

implement the TPS (Think-Pair-Share) in another research design, level of school, the limitation of study, the material, skill or ability, how to collect the data and analyze the data.

1.2 Problem Statement

Related to the background of this study, it is aimed to find the effect of TPS (Think-Pair-Share) technique in teaching reading comprehension at SMA YPI Darussalam Cerme.

The specific question during the investigation of the study: Is there any significant effect of the student who are taught using TPS (Think-Pair-Share) technique and those who are not taught using TPS (Think-Pair-Share) technique in teaching reading comprehension at SMA YPI Darussalam Cerme?

1.3 Hypothesis of The Study

The hypothesis of this research is formulated as follow:

There is a significant effect between the use of TPS (Think-Pair-Share) technique and without the use of TPS (Think-Pair-Share) technique in teaching reading comprehension at SMA YPI Darussalam Cerme.

1.4 Purpose of The Study

Related to the problem above, the researcher wants to know whether there is or not positive effect during the using of TPS (Think-Pair-Share) technique in teaching reading comprehension at SMA YPI Darussalam Cerme. The aim of this research is find out the significant effect of the student who are taught using TPS (Think-Pair-Share) technique and those who are not taught using TPS (Think-Pair-Share) technique in teaching reading comprehension at SMA YPI Darussalam Cerme.

1.5 Significance of The Study

The result of this research is divided into two namely: theoretical and practical significance as follows:

1.5.1 Theoretical Significance:

This research is attempted to apply TPS (Think-Pair-Share) as one of the cooperative learning techniques in teaching reading comprehension. Technique is a classroom practice that has been done by the teacher when presenting a course of study.

This technique does not offer the best technique but one of powerful technique in teaching reading comprehension. This technique can be used for all subjects and all student levels. Hopefully, TPS (Think-Pair-Share) technique can help students to increase their knowledge in reading comprehension

1.5.2 Practical Significance:

In practical significance, this research is expected to give contribution to:

a. Teacher:

For teacher who teaches at SMA YPI Darussalam Cerme, using TPS (Think-Pair-Share) can be used as references in teaching reading comprehension. TPS (Think-Pair-Share) as one of the cooperative learning technique also can be beneficial for teaching reading comprehension more effectively and interesting.

b. Student:

For students, TPS (Think-Pair-Share) technique can build their confidence and cooperate. It also help students to read and understand the contents of the text easily, fluently and accurately. Besides, the students study fun and enjoyed in

teams or groups. Scope and Limitation of The Study In this research, the researcher determines scope and limitation. It makes this research more specific.

1.6 Scope and Limitation of The Study

In this research, the researcher determines scope and limitation. It makes this research more specific. The scope of this research is that the researcher focuses on the effects of TPS (Think-Pair-Share) technique to know the students' achievement in reading comprehension at SMA YPI Darussalam Cerme.

While the limitation of this research is that the researcher focuses on reading comprehension of short functional text(pamphlet) and hortatory exposition by using TPS (Think-Pair-Share) technique in reading comprehension.

1.7 Definition of Key Terms

There are some terms but to make the readers easier to understand this research, the researcher tries to define the meaning of some key terms related to this study:

1. Think Pair Share is a technique created to give the opportunities to develop students' competence in teaching reading comprehension and work together with the partners which assumed to be able to increase students' competence in reading comprehension.
2. Reading comprehension is understand and comprehend the meaning or contents of short functional text (pamphlet) and hortatory expositionin text in the teaching reading comprehension at SMA YPI Darussalam Cerme.