

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, the problem of the study, the objective of the study, the limitation of the study, the significance of the study, the hypothesis, and the definition of key terms.

#### **A. Background of the Study**

Reading is one of important skills in learning English. Reading is integrated process between text and reader background knowledge. Then in the end of reading activity the reader could understand the content or ideas that is expressed or implied in the text.<sup>1</sup> So, reading is important for us. We can get information and science that we need by reading. Reading plays big role as a means of communication to achieve ideas and information. Reading is an essential skill for learners of English as a second language, by reading we will not only capable to increase our ability in learning English but also in other subject that reading in English is needed.<sup>2</sup>

Teaching English especially reading sometimes finds the problems that comes from the student, such as they are lazy to study, they have difficulty to understand the material and they are not interested in learning because less of variation of strategies used by the teacher. As the result, students face difficulties in writing and memorizing new vocabulary available in text. This also causes a difficulty when students are facing examination, where many of the questions are

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<sup>1</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 68

<sup>2</sup> Ibid 69

in a text form or reading comprehension form. Students have to analyze the main idea and the information from the text.

Some teachers use expository learning, the teacher gives more explanation by reading and translating the text. Sometimes, teachers read the text and students repeat after the teacher, and then the students are asked to translate and to answer questions about the text. The reading teaching and learning activities are more teacher-centered and reading instruction is based on what the teachers tell, and students are only required to answer questions, without any sharing ideas or discussions with their pairs. It is essential to implement a method or strategy that can bring students out of boredom, and more student-centered. And one of the strategies which facilitate more student-centered is Think Pair and Share. By using Think Pair and Share strategy, students would have a chance to discuss about the content of the lesson, and it would not make students bored and also students seems to have their own opinion about the content of the lesson. So that, the researcher wants to apply Think, Pair and, Share (TPS) strategy to teach reading to improve the achievement of reading comprehension.

Think Pair and Share is one of strategies used in teaching English to improve the students' achievement. TPS is a kind of cooperative learning that can make the students work together with other to solve a problem. By using TPS method, hopefully the students can cooperate in their groups of learning. The usage of this strategy in English teaching – learning process is the independent variable, as for the students' reading ability is the dependent variable. So, by

doing this research, the researcher wants students have a better ability in mastering English, especially in reading comprehension.

In accomplishing this research, the researcher uses the previous research dealing with this topic. In this thesis, ErniBuharsa conducted a research on improving student's achievement in reading skill through Think Pair and Share Strategy. The results show that the Think Pair and Share strategy could improve reading ability of students with an average difference from 39.33 in the first quiz, 57.00 in the second quiz and 76.00 in the third quiz. The results showed a significant increase in this research.<sup>3</sup>

Based on the explanation above, the researcher concludes that to get improvement of the students' reading comprehension need a good strategy to teach. In this paper the researcher wants to try to know the English reading process especially focuses on TPS strategy in teaching reading of MTsNPuncu entitled "The Effectiveness of Using Think Pair and Share Strategy in Teaching Reading Comprehension".

## **B. Problem of Study**

Related to the illustration above, the researcher formulates the research problem, "Do the students taught by using think pair and share get better reading comprehension achievement than those taught by using non TPS technique?"

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<sup>3</sup><http://www.infodiknas.com/improving-the-students-reading-comprehension-through-think-pair-share-tps-strategy.html> retrieved at November 2, 2014

### **C. Objective of the Study**

The purpose of this study is to know whether Think Pair and Share is effective to increase students' achievement in reading comprehension at MTsNPuncu.

### **D. Significance of the study**

The result of this research is expected to help the students in improving reading comprehension achievement. This research also provides some information for the teacher that wants to use this strategy in order to vary the learning – teaching process.

The writer could experience the implementations of particular strategy in teaching learning process based on the situation of the class that is always different. The writer also requires if the results of this research can be used as references for further researcher who wants to conduct this kind of research especially in reading comprehension by using TPS strategy.

### **E. The Hypothesis**

A hypothesis is an essential part of research. Based on the research, the researcher builds the hypothesis to make the purpose of this study clear. That hypothesis is:

H0: the TPS strategy cannot improve the students' achievement on reading comprehension skill of the second grade students of MTsNPuncu.



H1: the TPS strategy can improve the students' achievement on reading comprehension skill of the second grade students of MTsNPuncu.

#### **F. Scope and Limitation of the Study**

The scope of this study is the using of Think Pair and Share Strategy in teaching reading comprehension in MTsNPuncu Kediri at second grade. The limitation of this research is only on the use of Think Pair and Share strategy to teach reading in descriptive text. The researcher uses two classes that are experiment class and control class.

#### **G. Definition of Key Terms of the Study**

##### **1. Think Pair and Share**

Think Pair and Share is one of cooperative learning. Think pair and share is a strategy that is used to teach reading comprehension. Think pair and share give the students opportunity to improve their reading ability by their ideas. It gives the students more time to think and respond. The teacher asks students to think about specific topic, and then pair with other student to discuss their thinking and after that share their ideas with the whole group.

## 2. Reading comprehension

Reading comprehension is the ability of students in understanding the content of the text. Identifying the specific information and identifying the textual reference.<sup>4</sup>

## 3. Achievement

Achievement is the result or the progress of an effort in learning educational experience.<sup>5</sup>

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<sup>4</sup>[http://er.wikipedia.org/wiki/Reading comprehension](http://er.wikipedia.org/wiki/Reading_comprehension) retrived at 14 April 12.38

<sup>5</sup>[www.merriam-webster.com/dictionary/achievement](http://www.merriam-webster.com/dictionary/achievement)