

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of study, the statements of the research problem, the objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

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

In globalization era, people need an international language to keep communication of relationship among countries. English is an international language that many people use it. Every country has an alternative method to teach English for children. In Indonesia, English has been incorporated into the curriculum of English schools and colleges so that English can be taught to the Indonesian learners well.

In learning of English language, there are four skills should be taught to students. They are listening, speaking, reading and writing. Among those four skills, reading is one of the four language components that should be mastered by students. Reading is an exercise dominated by eyes and the brain. The eyes receive messages and the brain then has to work out of significance of these messages.<sup>1</sup>Without reading, the students could not

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<sup>1</sup>Jeremy Harmer, *How Practice of English Language Teaching* (New York: Longman publishing, 1991), 190.

enlarge their knowledge, open the window of the world, access information technology deeply.

Moreover, teaching reading for students is very important. The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Beside, reading is closely related with other subject. Most of the materials given by the teacher (in English or other subject) are presented in written form, for example in handbook, handout, etc. It can be concluded that to understand the materials, the students must have the ability to look at and get the meaning of written text.

Based on the syllabus of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, Narrative text is taught to the eight grade students of Junior High School. It means that they have to acquire the competence in reading monolog text, Thus to reach that stage, they must have deep understanding. Hence, the writer together with the real English teacher at that class as her collaborator decides to conduct classroom action reserach to solve the problem found in reading class by using think pair share method learning process.<sup>2</sup>

From previous elaboration, the narrative text is one genre that must be mastered by students in learning English. Narrative text is telling of story, either fictional or real, whose subject is an incident or a series of related

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<sup>2</sup> Djatmika, et.al., *Passport to the World2A Fun and Easy English Book for Grade VIII of Junior High Schools* (Solo: PT Tiga Serangkai Pustaka Mandiri, 2009), 100.

incidents.<sup>3</sup> During the observation at Class VIII-6 of MTsN Kunir, the researcher found out that they had difficulties in narrative text in understanding the characteristics of the text including the social function, generic structure, and language feature. The social function includes the purpose of the text, and the generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses. This case made the researcher choose to focus on narrative text in which the students (Class VIII-6) still had confusion about that.

The result of observation at MTsN Kunir Blitar, the students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic text. In the class, some students were sometimes seen to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text.<sup>4</sup>

However, they were reluctant to bring the dictionary. They borrowed a dictionary from another class, five minutes before the teacher began a study. They just waited until the teacher explained it for them or asked them about the difficult

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<sup>3</sup>Billie Andrew Inman and Ruth Gardner, *Aspects of Composition Second Edition* (New York: Harcourt Brace Jovanovich, 1964), 70.

<sup>4</sup>Observation in MTsN Kunir Blitar, January 14<sup>th</sup>, 2014.

words. Besides, there are some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but she was too rivet on the textbook, she usually taught using conventional way by staying in class and doing the exercises on the textbook. She rarely used various techniques and media in teaching rarely. So, the students have low motivation in learning English, especially reading on narrative text.<sup>5</sup>

To solve the problem, the researcher is interested in using TPS (Think Pair Share) to improve students' English reading comprehension in MTsN Kunir. Think Pair Share (TPS) is one of the Cooperative Learning techniques which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes.<sup>6</sup>

In this case, the researcher is eager to investigate the implementation of think pair share to improve students' reading skill in narrative text. Finally, it is to find out how this technique is able to give contribution to improve students' skill in writing narrative text at MTsN Kunir. From the explanation above, the researcher wants to conduct a research entitled **“Using Think Pair Share Method to Improve the Reading Skill on Narrative Text of the Students of MTsN Kunir Blitar”**

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<sup>5</sup>*Ibid.*

<sup>6</sup>Sumarsih & Dedi Sanjaya dalam *TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text* (<http://creativecommons.org/licenses/by/3.0/>). Accessed on 3 April 2014

## **B. Research Problem**

Based on the background of the study above, the research problem is formulated as follow:

1. How is the implementation of *Think Pair Share* to improve the reading skill of the students of MTsN Kunir Blitar?
2. Can the implementation of *Think Pair Share* improve the reading skill of the students of MTsN Kunir Blitar?

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

The purpose of the study is to improve the students' reading skill on narrative text by using think pair share of the second grade of MTsN Kunir.

1. To describe the implementation of *Think Pair Share* to improve the reading skill of the students of MTsN Kunir Blitar.
2. To describe whether *Think Pair Share* can improve the reading skill of the students of MTsN Kunir Blitar.

## **D. Significances of the Study**

This result of this study is expected to give positive contribution to school, teacher, students and readers.

1. To the school, the result of this study is very important to improve the quality of English education.

2. To the teacher, the teacher is expected to use the results of this study which provide information about improving students' reading skill on narrative text by using Think Pair Share method at MTsN Kunir.
3. To the students, the results of this study can be useful for them to increase their reading skill. They will have good reading to develop their knowledge to understand about narrative text.
4. To the readers, this study is expected to develop their knowledge about improving students' reading skill on narrative text by using Think Pair Share at MTsN Kunir.

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

There are many learning strategies that can help students to handle the task in language skills such as: listening, speaking, reading, and writing. This study only discusses the learning method in reading skill on narrative text. Therefore, the scope of the study is Using Think Pair Share to improve the students' reading skill. Then, the study is limited on narrative text at Class VIII-6 of MTsN Kunir Blitar.

#### **F. Definition of Key Terms**

To make it clear for the readers to comprehend the topic discussed in this study and to avoid the confusion on the similar terms, it is needed to define key terms used in this study, they are:

### 1. Reading

It is a selective process taking place between the reader and text, in which background knowledge and various type of language knowledge interact with information in text to contribute to text the comprehension.<sup>7</sup>

### 2. Narrative text

Narrative text is telling of story, either fictional or real, whose subject is an incident or a series of related incidents.<sup>8</sup>The purpose of narrative text: to tell stories which are about 1) a person or a group of people overcoming problems, 2) show how people react to experiences, 3) explore social and cultural values, 4) entertain audience.<sup>9</sup>

### 3. Think Pair Share

Think Pair Share is one of method that is taught by the teacher, in which the students work together in a group of the classroom to reach a purpose together. It also called team work or working in a group just like discussion. It means that every student work in a group and also should be active in the classroom.<sup>10</sup>

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<sup>7</sup> Cyril J Weir, *Understanding and Developing Language Test* (London: Prentice Hall, 1993), 64.

<sup>8</sup>Billie Andrew Inman and Ruth Gardner, *Aspect of Composition* (New York: United States of America. 1964), 70.

<sup>9</sup>Helen Joyce and Susan, *Writing to Tell Stories* (Australia: Shannan Books, 2000), 24.

<sup>10</sup><http://jurnal.unimed.ac.id/2012/index.php/jelt/article/download/912/719> Accessed April 7, 2014.