CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significance of the study, scope and limitation, hypothesis, and definition of key terms.

A. Background of the study

Reading is one of the important skills in English (Reading, Speaking, writing, listening). Reading is the process of perceiving a collection of written symbols and interpreting their meaning. Brown (2001) People can also learn a lot by reading because reading provides many benefits, such as increasing knowledge and getting information. Suparman (2012) said that at least there are several aspects of reading English texts that must be comprehend by students to find out the meaning and written information, including identifying main ideas, finding references, information, and the vocabulary in reading texts.

In fact, high school students are still having trouble with reading comprehension, which could undermine the effectiveness of teaching and learning. Students who lack motivation have trouble understanding the material they read. Because English is a foreign language in Indonesia, it is possible for students to experience difficulty with reading comprehension because of a limited vocabulary, incorrect grammar or misreading. More than that, students get bored with the long text and often do not catch what they read. Teachers have difficulty in teaching reading because students are not conductive.

Reading and comprehension go hand in hand. Reading comprehension requires students to grasp the text by responding to some questions related to the text. Reading comprehension is the capacity to comprehend textual information and interpret it effectively (Grabe & Stoller, 2011). In other words, A person's ability to understand a text is influenced by their traits and skills. One of them is the ability to draw conclusions.

The weak understanding of students in reading English texts is often caused by the ineffective way of teaching the teacher when explaining the material. Teaching by practicing many types of reading strategies can be time-consuming and sometimes difficult for students. Therefore, teachers are advised to teach with reading strategies that suit the needs of students and their level of English proficiency, as well as according to the type of text, especially if students experience difficulties in understanding the text if they do not use inappropriate strategies (Ali & Razali, 2019). As a result, teachers can employ a variety of learning strategies to improve students' reading comprehension. Cooperative learning is one of learning methods to overcome difficulties in reading English texts for students. Cooperative learning is considered one of the best and most successful methods in the history of educational research Slavin (Ehrman, 1998: 254). David and Roger Johnson define Cooperative Learning as a learning design in the form of small groups where each student has a different level of skill, using a range of learning activities to enhance subject understanding.

The researcher focused on TPS and Jigsaw teaching method. Think Pair Share is one of the Cooperative Learning methods develop by lyman. TPS is broken down into three steps, namely, Thinking, Pairing, and Sharing.

According to Hamdan (2017), Think Pair Share is a teaching strategy that can be used as a pre reading activity, problem solving, follow-up activity. Lie (2002:57) also states that The Think-Pair-Share (TPS) method gives children the chance to work independently or in groups. Students now have more time to reflect, react, and help other students.

Another learning method used by researcher is Jigsaw. The Jigsaw approach is a collaborative learning technique that involves a group of students. One member is responsible for a particular topic and teaches it to the other members. Through various activities, such as reading texts, listening to the teacher, and learning new vocabulary, the students can actively participate in class discussions. According to Hyland (2018), this method is effective in improving students' metacognitive awareness and enhancing their comprehension of the content. Additionally, (Meng, 2010) suggests that the Jigsaw method is useful for achieving two important teaching objectives: teaching content while simultaneously allowing students to learn from one another in small groups.

The results of previous studies that used these two methods to teach reading, including research conducted at SMA 4 Pematangsiantar State by (Herman et al., 2020) showed that the implementation of Jigsaw teaching techniques impressively affected students' ability to reading comprehension of recount texts in the tenth grade. Another study found that the jigsaw learning approach made students more motivated in learning and easier to understand the lesson. The use of the jigsaw learning model provides a significant difference in students' reading comprehension.

Another research conducted by (Nurbianta & Dahlia, 2018) was done at SMPN 13 Berau. The study found Jigsaw method utilized on respondents, notably students in SMPN 13 Barau, when learning English as a second language (ESL), especially for reading teaching, differ significantly from one another.

The study was meant to find out whether using the Jigsaw method can increase students reading comprehension in teaching reading, especially in narrative text by Ahmada (2019) the result of the test is the jigsaw model was used as a method to raise the reading comprehension of students in the tenth class at SMA Darussalam Blokagung Bayuwangi.

Research using the Think Pair Share method conducted by Damayanti, (2022) learning Reading comprehension using the Think Pair Share method in tenth-grade students of Sriwijaya State Sports High School has been proven to be effective. And research by focusing the Think Pair Share technique to teach narrative texts to junior high school students shows that (Ageasta & Oktavia, 2018) Using think-pair-share strategies in reading narrative texts can help students to organize their ideas and write ideas. they are in good order.

Based on the explanation above, the previous researchers have found that both strategies are equally effective for teaching reading. However, no previous research has been undertaken directly compares these two strategies (Think Pair Share and Jigsaw) to discover whether one is more effective for teaching reading. Therefore, in this study, researcher wants to provide evidence by applying these two strategies (TPS and Jigsaw) to the tenth students of SMAN 1 Prambon. In the hope of knowing which strategy is more effective for teaching

reading comprehension with the tittle "The Effectiveness of Using Think Pair Share Method On Students' Reading Comprehension on The Tenth-Grade Students of SMA NEGERI Negeri 1 Prambon"

B. Research Question

Based on the background above, the research questions are as follows:

a. Is the Think,Pair,Share (TPS) method effective for improving students' reading comprehension?

b. Is jigsaw method effective for improving students' reading comprehension?

c. Is there any significant difference in students' reading comprehension between students who are taught by using TPS and students who are taught by using jigsaw Method?

C. The objective of The Study

Based on the research question statement above, the goal of this study is to compare whether the TPS technique and Jigsaw method are effective at improving reading comprehension skills.

D. Significant of The Study

This research will be useful not only to the writer but also to future researchers, students, and teachers. The researcher expects that this study will help English teachers develop new ways to teach reading by employing Think, Pair, Share. It is believed that as a result of this study, students will enjoy, reduce boredom, and be more interested in learning as well as understanding reading texts. Finally, the results of this research are likely to provide vital

information to other researchers who are interested in conducting or improving research on the same topic.

E. Hypothesis

The hypothesis of the study are:

a. H0: there is no significant difference in experimental class pre-test and post-test of TPS method in students' reading comprehension.

Ha: there is significant difference in experimental class pre-test and post-test of TPS method in students' reading comprehension.

b. H0: there is no significant difference in control class pre-test and post-test of Jigsaw method in students' reading comprehension.

Ha: there is significant difference in control class pre-test and post-test of Jigsaw method in students reading comprehension.

c. H0: There is no significant difference between students taught by using TPS and the students taught by using Jigsaw in students' reading comprehension.

Ha: There is significant difference between students taught by using TPS and the students taught by using Jigsaw in students' reading comprehension.

F. Scope and Limitations

This study focuses on reading comprehension ability. Moreover, this research mainly focused on the TPS technique for teaching reading comprehension with only focusing on procedure text as the object. The researcher aims to focus on the researcher's subject by limiting the problems in this investigation. The researcher is interested in determining whether the TPR

and Jigsaw strategy are effective in teaching reading comprehension skills at SMA 1 Prambon during the academic year 2022/2023.

G. Definition of key terms

It is crucial to understand the definitions of key terms to avoid giving the wrong assumption. The study may necessitate the definition of certain terms attached to the subject matter, which are as follows:

1. Reading

    Reading is the process of understanding a written work and appreciating its meaning.

2. Teaching Reading

    Teaching reading comprehension is the process of assisting, facilitating, and guiding students in comprehending the text and providing numerous practice opportunities.

3. TPS (Think, Pair, Share)

    Think-Pair-Share (TPS) is a technique that provides opportunities for students to work alone or in groups. This gives students more time to think, respond, and share their ideas with each other.

4. Jigsaw

    The jigsaw technique is a cooperative learning method in which each student in a 'home' group focuses on one part of a topic.

5. Procedure text

    Procedure text is a piece of text that gives us instructions to do something.