

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is an important thing in our live. People need language to communicate with other whether it is spoken or written. Language is not only used in communication, but also used in transferring information. It will be hard if people do not have a language. Of course people cannot communicate and transferring information to the other without language. There are a lot of languages in this world. English is one kind of language. In learning English, there are four skills that should be mastered by the students. They are writing, speaking, listening and reading. Those skills are important to be mastered without ignoring each other. In fact, English is the international language. English is used in many various fields such as politic, education, business, etc. English is the first foreign language to be taught in schools. That is why English be an important to be master by students.

In Indonesia, the government had applied the new curriculum of 2013 as a form of enhancement of the previous curriculum of KTSP. Curriculum of 2013 is different from KTSP which has spesific skills in each subject. In every subject in curriculum of 2013, teachers can teach some skills even all of the skills in each subject, depending on the material. According to Ahmad (2014: 7), K-13 is a curriculum of values that occupied by character building. The main purpose of this curriculum

is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilizations. In curriculum of 2013, English is one of controversial subject that is discussed by the people because several issues which related to English subject. Those issues are about the elimination of English, reduction of learning time in English subject, and the range of English material in English syllabus. In fact, these issues are totally contradictive with the demands of time. Indonesia should prepare the good generation to face the ASEAN Economy Community. So, English is very important in this part.

Reading, as one of receptive skills in learning English, deals with how someone gets information from written form. According to Ariani, Nitiasih, & Artini (2013), reading has contribution to the success of language learning in general, or a foreign language in particular. It means that reading has a big impact in learning English. In learning English, reading is considered as a difficult language skill to learn.

Reading is about understanding written text, it is a complex activity that involves both perception and thought. Mubarak & Sofiana (2017: 121) said that reading is an activity to comprehend written text in order to get information, knowledge, and messages implicitly or explicitly. Reading is used to understand the main idea and message of the text. The readers do not only see the printed symbols but they should also understand the text in order to find out something or do something with the information that the

readers get. Reading involves comprehension, it means that students get information from what they have read from the text.

Novitasari & Abdullah (2013: 2) add that reading comprehension is an essential part of reading activity. Without comprehension, reading is simply following words on a page from left to right while sounding them out. It means that the words on the page have no meaning. Reading need high concentrate to get the meaning of what we read. In fact, many students still have thought that English is difficult and one of the boring lesson. Many students state that these four basic skills are difficult but in fact, reading skill is the most difficult skill to be master. They need a deeply understanding in reading something. There are some students still have difficulties in mastering reading comprehension. The students feel afraid to follow the teaching learning process of English, because they do not understand about the meaning of words. Another problem also comes from the teacher such as the teaching media or topic which is used by the English teacher does not arise the students' interest. It makes the teaching learning process to be boring. The teachers only explain the material and ask the students to read the text. It makes them to feel sleepy. It makes the students do not interest with the material.

Some studies found that many students are low in reading comprehension. First study is conducted by Astiyandha, Tarjana, & Kristina (2012) who claim that reading to get the right information is not easy for many students, the teacher's method to teach reading is the important factor that may affect the students' ability in reading

comprehension. The second study is conducted by Sugiarto & Sumarsono (2014) who claim that one of the factor that make students unable to master English very well is many students in elementary school students until university students still assume that English is the most difficult as well as boring lesson. The other study is conducted by Apriani (2016) who claims that the reading achievement of the students in MTsN Lumpatan are very low. From 145 students in seventh grade, the mean score of reading is only 55. Reading has an important role in learning process because the students' success in learning other subject is very much determined by the high degree of mastering reading. Therefore, teacher should try to make reading interesting, enjoyable and meaningful.

In teaching students in this era, the teachers should be able to carry out the language lesson along with the activities that are meaningful, fun and interesting for the learners. The teacher's creativity to bring some methods in teaching English that are interesting for the students into classrooms is needed. There are many types of learning strategies in teaching reading. One of the strategies is Think-Pair-Share (TPS). The Think-Pair-Share (TPS) is one of cooperative learning strategies which designed to provide students with a clear focus and time to formulate individual ideas and share them to other students.

According to Barkley, Cross, & Major (2005: 104), Think-Pair-Share is particularly effective as a warm-up for whole class discussion. It means that this technique are enjoy to apply in reading class. The think-pair-share technique is combined three stages. They are think, pair and

share. **Think**, the students should take a few moments just to think about the question. **Pair**, students pair up to talk about the answer with their partner. **Share**, after students talk in pairs for a moment, the teacher calls for pairs to share their thinking in front of the class. This technique is best to make the students be more active in the class. It helps the students to make some interactions with their friends in the class.

Based on the problems above, the writer is interested in using the think-pair-share technique in teaching reading comprehension. By implementing the Think-Pair-Share, the researcher wants to examine the effectiveness of Think-Pair-Share technique in improving the students' ability in reading comprehension. So, the title of this research is "The Effectiveness of Think-Pair-Share Technique to Enhance Students' Reading Comprehension".

### **1.2 Problem Statement**

Based on the background of the study, the problem statement of this research is "How is the effectiveness of Think-Pair-Share technique in improving reading comprehension at eleventh grade students of MA Al-faizin Guyangan in the academic year of 2018/2019?"

### **1.3 Research Objective**

Based on the problem statement, the objective of this research is to examine the effectiveness of Think-Pair-Share technique in improving reading comprehension at eleventh grade students of MA Al-faizin Guyangan in the academic year of 2018/2019.

## 1.4 Hypothesis of the Research

The hypothesis of the research is:

a) Alternative Hypothesis (Ha)

There is a significant difference in students' achievement between students who are taught by using Think-Pair-Share technique in learning reading comprehension than students who are not taught by using Think-Pair-Share technique at eleventh grade students of MA Al-faizin Guyangan in the academic year of 2018/2019.

b) Null Hypothesis (Ho)

There is no a significant difference in students' achievement between students who are taught by using Think-Pair-Share technique in learning reading comprehension than students who are not taught by using Think-Pair-Share technique at eleventh grade students of MA Al-faizin Guyangan in the academic year of 2018/2019.

## 1.5 Significance of the Research

The advantages of this research can be acquired to:

a. The students:

- The students get a new experience by applying think-pair-share technique in learning process.
- The students learning outcomes increase especially in reading section.

b. The teachers:

- The teachers can use the result of this research as a reference when they teach reading comprehension in another way.
- The teachers can make the students to be more active in teaching learning process.

c. Other researchers:

- The other researcher can use the result of this research for their reference when they do a research on the same topic.
- The other researcher can use this research as a guideline when they want to do a research.

### **1.6 Outline of the Report**

This final project consist of five chapters:

Chapter I consists of background of the study, statement of the problem, objective of the study, hypothesis of the study, significances of the study and outline of the report.

Chapter II discusses about review of related literature that consist of previous studies, theoretical background and research framework.

Chapter III explains the method investigation which discusses the setting of the research, subject of the research, research design, method of data collection, method of data analysis and timeline.

Chapter IV discusses the result of the research.

Chapter V consists of conclusion and suggestion.