CHAPTER I
INTRODUCTION

This chapter consists of six major points, namely: the background of research, the reasons of choosing the topic, the problem of research, the aims of research, the contributions of research, and the clarifications of term.

A. The Background of Research

Reading is an action of person who reads something. According to (Djiwandono, 1996: 62), reading is an important activity in our life, where the development in every life aspect occur very quickly. As a part of language skills, reading plays an important role for the success of language learning. Through reading, students can improve their knowledge and gain information through media, such as newspaper, television, and etc.

Reading as one of the four language skills is very important to be learnt. Reading as a process to get information is influenced by some elements such as pronunciation, vocabulary, grammar and fluency. In the VIII grade of Junior High School, the students get the lesson about reading, but in real condition the students do not fulfill the elements in reading process. For that, the teacher must help the students to create them.

Teaching and learning reading is not an easy job. Teacher faces a problem dealing with students’ participation. Based on the writer experience in teaching practice, there were many students did not give the participation in learning reading.
Students must take a part in class and give the feedback to lesson. The teacher will know whether her material is delivered well or not. We often find the fact that the classroom is low of student’s participation. Thus, teacher must use the technique or method for activating classroom activity and improving students’ participation in class.

Based on the writer experience from teaching practice in SMP N 3 Kalibagor, the writer found that only 30% of the students who participated in learning reading. According to the school teacher there, the number of students participation was low so that the teacher hoped that students in the class could participate more than 30%. Students participation could reach 50%.

There were some factors that influenced the low students’ participation in learning reading. First, the teacher just gave the material and then asked the students to do the exercise. It made the students did not gave the active participation in learning reading. Second, the students and teachers communication was less in teaching learning process. Third, the students still got difficulty in understanding the content of the text. That was why the students could not answer the questions based on the text. Fourth, the students lacked of vocabulary. And the last was the students could not translate well.

Because of those problems, it is necessary to provide an alternative technique to improve students’ participation. Think-Pair-Share (TPS) technique is a learning technique that emphasizes the students to think or work independently, and cooperate with others. The technique pairs one
students to another one, one student with two students, or two students with two students give responses to another students.

Besides that, TPS in reading is a cognitive rehearsal structure that can be used to help students retelling the events, making summary, stimulating thinking, and sharing responses, feelings and ideas. In TPS, teacher sets a problem and asks the students’ response in reading. The students think alone for a specified time. The students in pairs discuss the problem or give responses. Some responses are shared in the class.

Furthermore, there are several strengths of using TPS technique as stated in Instructional Strategies Online (2004). With TPS the students are given time to think through their own answers to the question before the questions are answered by other group. Students also have the opportunity to think aloud with another students about their responses before being asked to share their ideas in front of class. This technique provides an opportunity for all of students to share their thinking or opinion, so it can make the students more active in reading class.

Based on the explanation above, this study will use TPS in improving students’ participation in reading class. The writer will do the research entitle “Improving Students Participation in Reading Class Using Think-Pair-Share (TPS) Technique at VIII A Grade Students of MTS Yanuris 02 Balapusuh, Brebes in Academic year 2011/2012.”
B. The Reasons of Choosing the Topic

The researcher has some reasons to choose the topic; those are:

1. Students’ participation of class VIII A MTS Yanuris 02 Balapusuh be improve, because the reading participation were still low.

2. TPS is an effective technique in teaching reading, and then it can make the students be more active in the classroom. Besides that, by using TPS, the teacher can gives the reading materials easily.

C. The Problem of Research

The problem of the research is “Can the Think-Pair-Share (TPS) improve students’ participation in reading class?”

D. The Aim of Research

The aim of this research is to know whether using TPS as a technique in teaching reading can improve the students participation of the eighth grade students of MTS Yanuris 02 Balapusuh in academic year 2011/2012 or not.

E. The Contributions of Research

The result of this study is useful for:

1. The teacher

The contributions of this research for English teachers are they can apply TPS as an alternative technique in teaching reading to junior high school and make the students be active in learning reading in the class.
2. The students

The contribution of this research for students are give a new experience to improve their reading participation in class using TPS. As a result, their reading competence can be improved.

3. The readers

It may help the readers to know more about TPS as the technique of reading in teaching learning process.

F. The Clarifications of Terms

1. Improving

Improving means that we bring to more desirable or excellent condition to better or increase value or excellent (Pei, 1971: 483).

2. Participation

According to Tannenbaum and Hahn (see Sukidin, 2002: 159), participation is a level of how far the members of the role involves in activity and contribute their energy and ideas in the implementation of the activity. In this thesis, participation means the students will fully participate in both contributive such as asking question, answering questions, and giving opinion, and initiative participation such as initiating doing the task in following teaching learning process by using TPS Technique given by the teacher.
3. Reading

Reading is getting meaning from printed in written material

(Finnochiaro, 1974: 77)

4. Think-Phare-Share (TPS) Technique

TPS is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland (1981: 109-113). It gets its name from the three stages of student action with emphasis on what students are supposed to do at each of those stages.

There are three stages in Think-Pair-Share:

a. Think. The teacher gives a topic to the students to discuss it. Then, the teacher gives some question related with the topic to the students. After that, teacher gives a few minutes to the students to think about the answer of the question.

b. Pair. The teacher divides students into some groups, each groups consists of 2 people or work in pair, and then the students discuss the answer with their partner.

c. Share. After students gets their pair, the teacher calls some pairs to come forward to share their a discussion result to the other pairs.