CHAPTER I
INTRODUCTION

A. Background of the Study

For English learners, reading makes them catch information in this globalization era. The ability to read is undesirably very crucial because not all learners have this ability, for learners who want to learn English. Reading becomes the most required skill because it makes one understand easily and broaden knowledge and information, which can support language ability. If one comprehends the reading passage, one can get much information.

Having a good reading ability is the main key of learning English particularly for SMP students. They are expected to understand discourse particularly in their short written narrative text. They are also hoped to comprehend their reading text that consists of vocabulary. In addition to the expectation, teacher plays a very important role to succeed the educational goal of learning.

Based on English syllabus of the eighth grade, the students learn reading, especially to read the functional text and story essay clearly in the form of narrative text by expression, stress and intonation that relate to the surrounding area.

Based on the pre-observation result and interview with the English teacher and students in SMP Negeri 4 Kemangkon, there were problems of
teacher and students found in pre-observation. The teachers had problems to condition the students to learn reading in teaching and learning process. The students’ problems were still low in comprehending English reading narrative texts, especially to understand the characteristics text, the vocabularies, and comprehend the main idea of texts.

There were three factors causing the students comprehension low in reading narrative text. First, the students lacked vocabulary and, this problem also made them difficult to understand some words that they did not know the meaning of the text, and they seldom brought dictionary. Second, the students were not interested in reading activity. They were not motivated when the teacher asked them to read the text related to the material. Third, the students had difficulty to explore their ideas or opinions.

Based on the problem above, the teacher should give a positive response and new technique in reading learning concretely and objectively which could be used to improve students’ reading comprehension of narrative text in the class. To overcome these problems, the researcher and the teacher considered cooperative learning technique of TPS (Think Pair Share) as an appropriate technique to improve students’ comprehension in reading narrative text.

According to Lyman in Arends (1997), in the thinking step, the teacher poses a question or issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. In the pairing step, the
teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period could be sharing answers if a question is posed or sharing ideas if a specific issue is identified. Normally, teachers would allow no more than 4 or 5 minutes for pairing. In the sharing step, the teacher asks the pairs to share with the whole class what they have been talking about. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

The use of TPS in teaching and learning reading is an appropriate technique to solve the students’ problem of reading narrative text. By using TPS, the students are able to think individually to understand the content of the text. The students can think critically based on what the students read. After understanding the content of the text, then the students discuss it with the pair and explain the ideas or opinions about the answer in pair. The students can give opinion with the partner, can be attentively partner. After discussing, the students discuss the appropriate answer, and then share it to the class. The students are able to give opinion confidently in front of the class. It can be seen that TPS can improve the students’ comprehension in reading narrative text.

As a Cooperative Learning strategy, Think-Pair-Share also benefits students in areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.
The implementation of Think Pair Share technique will be conducted in a research ‘An Effort to Improve Students’ Reading Comprehension in Narrative Text Through Think Pair Share Technique (A Classroom Action Research at Eight Grade Students of SMPN4 Kemangkon in the Academic Year of 2012/2013).

B. The Reason for Choosing the Topic

1. Based on Pre-observation the researcher found that many students still feel difficult to comprehend English reading, especially narrative text. Therefore, the researcher tries to solve the problem by improving students’ reading comprehension in narrative text through TPS technique.

2. The researcher assumes that TPS technique will help the students to improve reading narrative text comprehension and it will motivate the students to be more active in teaching and learning process especially in reading lesson.

C. Problem of the Study

Based on the problem of the research, the problem of the research will be stated by the following question:

“Can TPS Technique improve the students’ reading comprehension in narrative text at the Eight Grade Students of SMPN 4 Kemangkon in academic year 2012/2013?”
D. The Aim of the Study

The aim of this research is to improve the students’ reading comprehension in narrative text through Think Pair Share technique at the Eight grade students of SMP N 4 Kemangkon in academic year 2013/2014.

E. Clarification of the Terms

There are some terms in this study that should be clarified. They are as follows:

1. Improve

“Improve or improving” is to bring, to make more desirable and an excellent condition. This improving is to make someone or something better than before (Kellerman, 1976: 483).

2. Reading Comprehension

Tarigan (1986: 7) states that reading is process of conveying and acquiring a message graphically from the writer to the readers which involves the ability of the reader in getting meaning from the message which is conveyed by the writer through the words or symbol to be understood and interpreted.
3. Think Pair Share

Think Pair Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, and then pair with another student to discuss their thinking and, after that, share their ideas with the group.

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F. The Contributions of the Research

The contributions of this research are:

1. For the Students
   The researcher hopes this research is useful for the students to improve their reading comprehension and also cooperative atmosphere in the classroom, especially in reading lesson.

2. For the Researcher
   As a candidate of the teacher in the future, the researcher will apply a cooperative learning type TPS in the classroom especially in reading lesson.

3. For the English Teacher
   The researcher hopes, this research is able to improve the learning quality or education so, it will help teacher to motivate the students in order to improve their reading comprehension and as an alternative ways for teacher to apply in the classroom.