

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an instrument of communication. Humans deliver their ideas or judgments by language. The delivery of thought may be done through speaking or writing. The ideas that are delivered are received through listening or reading. Listening, speaking, reading and writing are called skills of language. Listening cannot be separated from speaking and reading cannot be separated from writing, because they support each other.

There are four language skills in studying English, listening, reading, speaking and writing. Moreover, in the era of globalization, reading activity is needed because there is much information that should be known. By knowing much information, we will be able to cover the news of the world. This is spread through magazines, newspaper and book.

In foreign language learning, reading is the one of important skill to be taught to the student because through reading they will get information from the text that can increase their knowledge. Grabe&Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately. From the quotation above, reading means to find out the message or information that the writer put into the texts as efficient as possible.

Reading is essential skill for all students at all levels. This is in fact main goal of learning at school and at a university. Knowledge comes or is derived from reading. When a student understands what he reads, he has already acquired some

knowledge. Students learn to read and learn better by reading. Student can read whatever that interests them. It is difficult for students who are lazy read to achieve the goal of the study.

In accordance to the researchers' experience during the Program of Teaching Practice (PPL) at SMP Negeri 3 TebingTinggi, most student of Junior High School were not interested in reading comprehension because they always get some difficulties to know the information from the text. They could not develop their ideas or opinions. As a consequence, most of them became passive in the class. The student became slow down and find difficulties in getting the information of the text.

In teaching reading, the student cannot comprehend English text well. There are some factors why they cannot understand the text. There are students who do not have good motivation to read and they felt the text is not interesting for them because they must keep on looking up the words in a dictionary to find out the meaning of the words. These activities make them feel bored and uninterested in reading comprehension. So, it is a problem for the teacher in teaching reading comprehension in the class.

In the teaching and learning processes, the problem of teaching is not only the teaching material, but also the method of teaching. The teaching process will not give a good result if way of teaching is not suitable to the students' needs. Therefore, teaching method will make the teaching learning process run well. The teacher must know the suitable method for the students more comfortable in the class especially in reading comprehension.

Comprehension is the ability to understand what they are reading. It means that incomprehension understands the material. When the student can comprehend the text, they understand the message of the text.

In learning language, especially by the students' comprehension in reading, the activities of educating, instructing or teaching activities are occurring that impart knowledge or skills. Students' can read whatever they want. But in the classroom, the teacher is the most important actor to make the process of learning – teaching run as well as student need.

Think – Pair – Share strategy is one of cooperative learning methods that is develop by Frank Lyman and Spencer Kagan to improve teaching quality in order to bring the effectiveness of learning English. Most activities require the learners imply a whole range of their ideas, attitudes, value and beliefs this challenges them to be flexible and creative in their use of language.

Think – pairs – share strategy is a four step discussion strategy that incorporates times and aspects of cooperative learning. Students and teacher learn it listen while a question is posed. Think (without raising hands) of a response, pair with a neighbor to discuss responses and share their responses with the whole class. Both student and teacher have increased opportunities to think and become involved in group discussion.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated in the form of the question as follows “Doesthe students reading comprehension in narrative text are improved by Think- Pair- Share strategy?”

C. The Objective of Study

The objective of the study is to find out the improvement of student on reading comprehension in narrative text through Think- Pair- Share strategy.

D. The Scope of the Study

The study is focused on improving of students’ reading comprehension through Think – Pair – Share strategy, and the text is limited on reading Narrative text.

E. The Significance of the Study

The result of this study are expected to be useful for:

1. For the english teacher to improve their students’ reading comprehension in narrative text through Think- Pair- Share strategy.
2. For students it will be important for the students to overcome their problem in reading specially narrative text through Think- Pair- Share strategy.
3. For those who are interested in doing a research related to this students.