

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an essential skill for all students at all levels started from elementary school to university. Reading is one skill which has many contributions in enhancing and enriching students' knowledge. According to Grabe & stoller (2002) reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is a result of the interaction between the perceptions of graphics symbols that represent language and reader's language skill, cognitive skill, knowledge of world and so on.

To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of the reading text but also to full meaning from whole reading text. It means the reading comprehension involves the thinking process.

Most people around the world use English as a means of communication. If someone wants to communicate with people from other countries, he should know English. It is one of the subjects is taught since elementary school until university and it become a part of the curriculum of education in Indonesia.

Based on The Unit Level Curriculum of Education (KTSP) for short, the students are required to master four basic skill of English, namely: listening, reading, speaking and writing. The emphasis of the curriculum is that the students

are able to communicate both in spoken and written language. However, it is not easy to master all the skills; there must be one important skill that covers the whole skills. one of them is reading.

Reading is an important activity in every language. According to Brown (2001) reading is only incidentally visual, the reader then contributes more information. Reading enables people to find out information from a variety of texts, written or printed information from newspaper, magazines, advertisements, and brochures. In reading activity, we are not only reading the text, but also trying to understand what we are reading. Leipzig (2001) states that reading requires words recognition, comprehension, and fluency. To understand all types of information in an array of the text, it requires not only the reading activity, but also ability to understand the content. In addition, he states that without the ability to understand the text content, one is not able to absorb or comprehend a lot of information quickly, accurately, and easily.

To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of this reading text but also to full meaning from whole reading text. it means the reading comprehension involves the thinking process.

Based on the researcher experience in Teaching Practice Program (PPL) at Grade students of Junior High School, the researcher observed that the process of comprehending a reading text was still a serious problem for the students. The unsatisfactory result of student' reading comprehension regarding might be caused by the following problems. First, students' vocabulary is not ample. Students are

not able to understand the texts when they encounter words that have actually been taught or told to them, not to mention if they find new words. Second, teachers tend to emphasize more on students' reading result, not on the learning process. Teachers usually do not pay attention to the learning process but the results of the learning. Third, reading teaching and learning activities is more teacher-centered in a way that the reading instruction is based on what the teachers tell. Fourth, the strategy the teachers employ is still conventional, meaning that students sometimes read text silently or aloud and after that the teacher translates the text for students. fifth, the reading teaching and learning process is sometimes boring, students are not motivated to students can solve the problem in reading which needs analyzing, since they do not work individually with own limited comprehension. but with different levels of ability. They will share their comprehension to each pair and will complete each other. This technique is made to improve students' reading comprehension.

Based on the explanation above, the writer would like to conduct a study about Improving Students' Achievement in Reading Comprehension through Think Pair Share Technique.

B. The Problem of the study

Based on the background of the study, the problem of the study is formulated as follows : “does the Think Pair Share Technique improve the students' ability on reading comprehension?”

C. The Objective of the study

The objective of this study is aimed to find the significant improvement of using Think Pair Share Technique on the students' reading comprehension.

D. The Scope of the study

The scope of the study is limited on improving the students' achievement in reading comprehension through TPS technique. There are four levels of reading comprehension, they are literal comprehension, interpretative comprehension, critical comprehension and creative comprehension. In this study the level of reading comprehension is limited on the two levels, namely literal comprehension and interpretative. the kinds of the text are focused to narrative text. there are many strategies which can be used in teaching learning of English. Some of them include Think Pair Share (TPS) Technique to limit the discussion, this study is focused by conducting classroom discussion, asking the students about their thought of the text and finally identifying the generic structure and language features of the text.

E. The significance of the study

The findings of the study are expected to have both theoretical and practiced importance in reading as a process and product. Especially the framework of reading comprehension

1. Theoretically, the findings of the study are expected to enhance the theories of reading.
2. Practically, the finding of the study is expected to give a feedback to the
 - a. English features in which of the study is expected to be useful in enriching the strategy of teaching reading.
 - b. English teacher as a source of valuable information about how to increase students' reading ability by using Think Pair Share Technique.
 - c. Students can have more information on how the selection of the interesting and affective media to improve their reading ability.
 - d. other researcher, as a reference material for the conducting of more in depth research on students' reading comprehension.