

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading as one of the four language skills is an essential skill for the students and taught formally from elementary school up to the university level. Triwari (2005) stated that reading is an interactive process that goes on between the reader and the text. Reading can be thought of as a way to draw information from a text and to form an interpretation of that information (Grabe and Stoller, 1998). In other words, by reading the readers draw meaning from the printed page and interpret the information appropriately, so they will get something to add their knowledge, information, instruction, to do something and also know what is happening and has happened.

It is very important to introduce reading well to the students and make it an interesting activity in a classroom. Reports of how the students understand and learn from text suggest that they coordinate a set of highly complex and well-developed skills and strategies before, during, and after reading that assist them in understanding and remembering what they read (Klingner, Vaughn, and Boardman, 2007). It is expected that the students must be able to read comprehensively thereby they can find out the main idea and character or plot development and interpretation on what they have already read in the texts to get the information.

The reading ability of Indonesian students is problematic in today's school. Based on the data, Indonesians are ranked four in Southeast Asia after

Malaysia, Thailand, and Singapore. Some researches find that they still do not have good interest in reading yet. The result of research of IAEA (International Association for the Education) in few years ago, Indonesian Senior High School students' ability in reading was regarded low of thirty nations surveyed. Indonesia students are ranked 29 of 30 nations. This case indicates that Senior High School students generally have low ability in reading skill.

Reading is also comprehension process. The nation of comprehending in both obvious and subtle. It is obvious in that any person could say that understanding a text is the purpose for reading, it is less obvious with respect to the ways that such understanding might be carried out by the readers. Gillet and Temple (in Ngadiso, 1998, 2) say, "Comprehension is the understanding new information in light of what we have already known". This thing will make students be more successful in applying and improving everything that had been learned and understood.

Most of students are unable to comprehend reading texts well. The writer found the case when she did the observation in Senior High School, the writer also found the real application of difficulties in learning reading. The students are easily to get a high level of boredom. They lack the sense in learning reading because their teacher applied the monotonous strategy that asked them to translate the whole reading material and answer the question which given by the teacher. In short, the teacher do not let their students to analyze and understanding the meaning of the text.

Actually some factors of this case are their understanding and learning subsequently the content of reading material, because there is no effective reading for the students. Baker and Brown (1984) have describe effective readers as those who: (a) clarify the purposes of reading (understanding both the explicit and implicit the text), (b) identify the important aspects of a message, (c) focus attention on the major content, (d) monitor ongoing activities to determine whether comprehension is occurring, (e) engage in self-questioning to determine whether goals are being achieved, and (f) take corrective action when failures in understanding are determined.

To make teaching and learning process interesting and effective, teachers need good strategies. The teacher should be able to apply the suitable strategies in teaching. The purpose of using the strategies is to make the subject easier for the students to learn and understand the text.

Strategies involve students more in learning process are suitable to develop students' reading comprehension. By applying those kinds of strategies, the students are able to find what they intend to know and connect it with their knowledge easily. Based on the problem above, the writer choose Think-Pair-Share Strategy (TPS). Furthermore Lyman, F. (1981) described that students will discuss ideas and problems that exist in their heads with a partner in the classroom. After a dialogue or discussion between a student with a partner, then the teacher will ask their opinion of the issue and solution to the class. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one

another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

B. The Problem of the Study

Based on the background, the problem of the study can be formulated as follows:

“Does the application of Think-Pair-Share Strategy significantly affect the students’ reading comprehension?”

C. The Objective of the Study

In line with this problem, the objective of the study is to investigate the effect of Think-Pair-Share Strategy on the students’ reading comprehension. The procedure of Think Pair Share Strategy will be applied in this study.

D. The Scope of the Study

This study is limited to the use of Think-Pair-Share in improving students’ reading comprehension by finding the effect of Think Pair Share Strategy on students’ reading comprehension. The kinds of the text will be focused on recount text. The students used in this study are those of SMA Negeri 17 Medan, which will be specify in Chapter III.

E. The Significance of the Study

The research findings are expected to offer contributions theoretically and practically.

Theoretically, the findings can enlarge horizons in the thesis of language learning. In addition, the findings can be references for further study.

Practically, the findings can be useful and relevant to :

1. For English teachers, it is useful to improve their ability in teaching reading by paying more attention to the strategy of teaching reading.
2. For students, it gives students time to think about an answer and activates prior knowledge. Thus, it enhances their oral communication skills as they discuss their ideas with one another.
3. For other researchers, it can be useful as a reference for those who want to conduct a research in the English teaching learning process, especially in teaching recount text.