

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading is one of the most important skills in language besides listening, speaking, and writing. In reading, the students are expected to be able to get the knowledge and familiar with what the teacher has explain about the context. It means that and reading comprehension, the students are expected to have more skill to understand the text. So, it is useless if we do not have reading competence because of reading competence involves the competence to fine information inreading text. The readers have the competence of reading comprehension if they know how to read or understand it well. Klingner (2007:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.As one of the basic language skills,reading has a very complex process,because students think that is very difficulties to learn it.When the students are asked to get the main ideas from their reading text,most student fail to find them.Therefore,this subject makes them boring and always get score in reading comprehension.

Based on the preliminary observation of Grade VII-B of SMP Budiatria and by interviewing the English teacher. The students faced some difficulties in reading and their achievement in reading comprehension. It can be concluded that there are 75% students of Junior high school that still

problem in reading especially in reading descriptive text. The minimum Criteria Mastery (KKM) which is applied by the school is 70.

**Table 1.1 The percentage of the Seven Grade students' score in Reading**

First semester	KKM	>70	$\geq 70$	<70
VII-B	70	9 students (22.5%)	2 students (5.0%)	29 students (72.5%)

*Sources : The Students' accumulated score of the Seven Grade students at SMP Budisatrya academic year 2014/2015*

**Table 1.2 The percentage of the Seven Grade students' score in Reading**

First semester	KKM	>75	$\geq 75$	<75
VII-C	70	11 students (27.5%)	2 students (5.0%)	27 students (67.5%)

*Sources : The Students' accumulated score of the Seven Grade students at SMP Budisatrya academic year 2014/2015*

From the previous data, it can be concluded that the students' ability in reading comprehension is still low. It can be seen from the most of students' score percentage was under the KKM.

In Educational unit Educated Curriculum (KTSP) and written in the standard competence in the syllabus of the first year of junior high school, students are expected to be able to comprehend the meaning of formal and informally text in the forms of , Procedure, and Descriptive, in daily life context. Therefore, an ability to comprehend the text is one should be mastered by the students in the first year of junior high school.

In fact, most of the students are not able to fulfill the expectation of the curriculum. Based on the writer's experience in teaching practice program (PPL), the same case also at SMP Budisatrya. Most of the students are confused to read the text because according to them reading comprehension is difficult to do

because the students are lack of vocabulary and the students are difficult to get idea in comprehending the text.

Nowadays many teachers usually orient to the students' textbook in teaching reading. Teachers just teach the students by asking them to read the textbook and answer some question provided in the textbook. These activities do not give any opportunities to develop students' ability because it cannot give contribution to the students reading comprehension. Therefore, students cannot comprehend their reading text and be passive in the teaching learning process. Many students also find some difficulties in learning reading comprehension. They think that comprehending the text is a difficult task to do because they have to open dictionary, look for the pronunciation of words, choose the suitable meaning, and getting the main idea of the text.

Previous researcher by Afan (2013) Think Pair Share teaching can also be used for low achievement motivation students as a way out to develop those students' motivation in English reading comprehension, but the teacher should control and manage the class well to avoid the dominance of high achievement motivation students in the classroom.

Another researcher was conducted by Dino (2014) Think Pair Share gave benefits not only to the students, but also to the teacher. Students spent more time on task and listened to each other more when engaged in Think Pair Share activities. It made the duty of teacher only focused on facilitating and motivating the students, not explaining the whole materials to them.

In this paper, writer used Think Pair Share Strategy (TPS), it will be discovered by some researchers that is strategy has many advantages. This study chooses and uses TPS strategy to develop the students' comprehension of reading comprehension and students' active involvement in learning process.

Considering the condition above, the writers wants to try to carry out research in teaching reading. In order to make teaching and learning process interesting and effective, teachers need a good technique, method, or strategy in teaching reading. By using an appropriate technique, method, or strategy, it is hoped that the students' comprehension in reading descriptive text will develop. The strategy that can be applied in develop students' comprehension in reading descriptive is Think Pair Share Strategy.

#### **B. The Problem of the study**

Base on the background of the study explain above, therefore the research problem is formula as follows : “Is there any significant effect of TPS strategy on the students' reading comprehension achievement”?

#### **C. The Objective of the Study**

The objective of this study is to find out the significant effect of applying Think Pair Share Strategy on students' reading comprehension achievement.

#### **D. The Scope of the Study**

This study focuses on develop students' reading comprehension achievement. The strategy that is to develop students' reading comprehension achievement use Think Pair Share strategy. The limitation of the study is only to

investigate whether the application of Think Pair Share strategy is effective to develop students' reading comprehension and use the multiple choice use the level comprehension consist of literal and interpretive, especially on Junior High School seven grade at Budisatrya.

#### **E. The Significance of the Study**

It is expected that findings of the study will be useful and relevant theoretically and practically.

##### **1. Theoretical Significant**

- a. This result of the research paper can be used as an input English teaching learning process especially in reading comprehension.
- b. This result of the research paper can be use as additional reference for those who want to conduct a research English Teaching learning proses.

##### **2. Practical Significance**

- a. This paper may give a broader knowledge about teaching learning process to readers.
- b. This paper may develop students' competence in their reading comprehension by recognizing the result.