

CHAPTER I

INTRODUCTION

The content of the first chapter is explaining the research background, research question, research purpose, research significances, limitation of the research, and terminology.

A. Research Background

One of language skill aspect which very important in generating creative, critical, and smart future generation is reading ability. In learning English, there are four skills that have to be mastered by students. Those four skills are listening, speaking, reading, and writing. Reading skill be the one of important skill that students must have. By mastering reading especially reading comprehension, the students will be able to understand, analyze, respond the written communication, and also make own opinion of the passage. Reading is a tool of written text communication between a writer and a reader. By reading, the readers can increase their understanding about the topic of the text or what they have read. Reading also can help to enrich students' vocabulary and knowledge. The reader can be a best reader while reading a book, people are not only read the text to gain information but also understand it.

In this research, the researcher used news item text to help students to understand well in comprehending way. There are so many kinds of text in reading, such as news item, report text, narrative text, descriptive text,

recount text, argumentative text, and so on. The one of text that students need to master in is news item text. The characteristic of news item text is focusing on circumstances and using the simple word, so that easy to understand by the students. The purpose of news item text is to convey the informations or the observations.

Based on the the preobservation at class XII IPA of SMA Negeri 4 Sintang, the researcher found a problem of reading comprehension in the class. The problem was the students have low motivation in learning activity. The students felt that English was the hard material to learn. Only a few students who follow the class seriously. The other problems was about difficult in comprehending the text. It meant that the students was not understand well. When the teacher gave a text and question to students, the students was not able to answer it. The student did not understand to find the answer.

So that, to solve the problem the reseacher tried to offer a teaching technique using Think-Pair-Share (TPS) technique. This technique made students interest in learning reading and can comprehend the news item text well. This technique was the most effective and creative teaching technique in order to enhance students understanding in reading the text. Think-Pair-Share was one of technique that can be used to improve students' reading habits to understand first the text and then discuss it with pair and also present their understanding about the text.

B. Research Questions

According to the background explanation above, the problem identifying as follow:

1. How can Think-Pair-Share (TPS) Technique improve the students participation in reading comprehension?
2. What is the effect of Think-Pair-Share (TPS) Technique on students' reading comprehension?

C. Research Purposes

Based on the research questions above, the purpose of this research as follow:

1. To describe the students participation of reading comprehension using Think-Pair-Share (TPS) Technique.
2. To find out the improvement of students' reading comprehension using Think-Pair-Share (TPS) Technique.

D. Research Significances

The significant of the research in formulated as follows:

a. Theoritically

The research was focussing on how the teacher can teach the students in creative and active way, especially in reading comprehension.

The result of this study was also hope can be a reference in learning process in the future.

b. Practically

1. For the students at SMA Negeri 4 Sintang especially XII IPA to give them the motivation in learning process. They can improve their skill in reading comprehension.
2. For English teacher at SMA Negeri 4 Sintang, hopefully can improve the new and creative way in learning, and also be a reference to enhance in teaching process especially in reading class.
3. For reader and other reseachers, to increase and enrich the perception of students' interest and result using Think-Pair-Share (TPS).
4. For institution of STKIP Persada Khatulistiwa Sintang, this research can give scientific contribution to take the information of new scientific about students' interest and result using Think-Pair-Share (TPS).

E. Limitation of the Research

Based on the background and the identification of the problem in this research, there were some problems connected in teaching and learning process. So, researcher wanted to emphasize that the Think-Pair-Share technique was not capable to solve all the problems in the class. Therefore, the limitation of this research was to see the learning process and improvement of the students after using Think-Pair-Share technique in XII IPA of SMA Negeri 4 Sintang.

F. Terminology

There are some operational meanings in this observation proposal that has been selected by the researcher. Those some operational meanings are:

a. Think-Pair-Share (TPS)

Think-Pair-Share (TPS) technique was one of technique in teaching reading comprehension. This technique separated in 3 steps, there were think, pair, and share. The students were given the news item passage and read the text detaily. Then, the teacher explained the generic structure and the language feature of the text. Students were asked to THINK at least 5 minutes to get their own opinion about main idea based on passage. Next, student had to find the PAIR to discussion time about 5-10 minutes. After that, students were asked to SHARE what had discussed with pair.

b. Reading comprehension

Reading comprehension was an activity of thinking process, or the ability to understand completely of the passage and get the conclusion of that passage.