

I. INTRODUCTION

This chapter covers background of the problem, identification of the problem, limitation of the problem, formulation of research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problems

English has taken a huge part as a communication tool. Therefore English has been considered as one of the highest priority in teaching learning process. There are four skills in learning English, those are listening, speaking, reading, and writing. Among those skills, reading is considered as a difficult language skill to learn. It is because students need to require reading comprehension to get the information that is including identifying the main idea, finding inference, finding reference, recognizing the detailed information, and discovering the meaning of vocabularies in the reading texts. Therefore, the difficulties in comprehending the texts have been the main problem to find the solution.

Reading that takes an important part in teaching-learning process is a process of understanding the written or printed text. The students do not only need to comprehend the written symbols but also to understand the content of the text. Comprehension is an action of making sense of a text that tries to relate the

written language to what reader have already known and what reader want to know.

Based on the curriculum that government makes for the 8th grade of junior high-school, the students are expected to be able to comprehend the aspect of the text. There are some aspects of reading comprehension, i.e. the main idea, the topic sentence(s), the factual, stated, and unstated information, and the vocabularies. Based on the pre-observation, in fact, junior high-school students get some difficulties in reading comprehension that can make the teaching-learning process ineffective and inefficient. The students' lack of motivation also takes a big part in comprehending the reading texts. Those problems may affect the students in enjoying the teaching-learning process. After that, they will not feel confident in showing their ideas because they are afraid of making mistakes.

Concerning those statements above, teacher should find a way to succeed the teaching-learning process. A suitable technique is really needed to keep the students' motivation to read the whole part of the text then they can get the necessary information. Besides that, the technique should increase students' reading comprehension and make them enjoy the teaching-learning process. Think-Pair-Share (TPS) is one of techniques that is expected to be a good answer for the teacher to increase the students' reading comprehension. TPS is a technique that is followed by three steps, i.e. thinking, pairing, and sharing.

1.2. Identification of the Problems

In reference to background of the problem, the following problems can be found:

- 1) The students get difficulties in comprehending the reading text that is concerning in finding the specific information and main idea.
- 2) The students' motivation in learning English are still low therefore they keep thinking that English is a difficult subject.
- 3) The students keep asking the teacher about the unknown words without trying to infer those words or consulting in the dictionary.
- 4) The students are lack of vocabularies that make them hard to understand English. Thus, they prefer being passive to showing their idea confidently.
- 5) The students do not feel comfortable with the way of teacher's teaching.

1.3. Limitation of the Problems

In line with the identification of the problems above, the current study is focused on the students' difficulties in comprehending the reading text and their courage in showing their ideas. As a solution, this research use Think-Pair-Share (TPS) as a technique in order to increase the students' reading comprehension. It is assumed that this technique is an effective way to help the students understand reading comprehension.

1.4. Formulation of Research Questions

The explanation above leads to the following research questions as follows:

1. Is there any significant difference of students' reading comprehension achievement after the using of Think-Pair-Share (TPS) technique in teaching reading?
2. What problems do the students face during the application of Think-Pair-Share (TPS) technique?

1.5. Objectives of the Research

Based on the formulation of the problems above, the objectives of this research are:

1. To find out whether there is significant difference of students' reading comprehension achievement after applying Think-Pair-Share (TPS) technique in teaching reading.
2. To find out the problems that students face during the application of Think-Pair-Share (TPS) technique.

1.6. Uses of the Research

The uses of the research are:

- a) Theoretically, the findings of the research may support the existing theory on reading comprehension.
- b) Practically, English teachers may use the findings of the research as information about the alternative way to teach reading through Think-Pair-

Share (TPS) technique for improving their achievement in reading comprehension.

1.7. Definition of Terms

Here are the definitions of the key terms that are presented to avoid misunderstanding concerning the terms.

- a) *Reading* is a process of grasping the main idea and scanning the information from a text. Whereas, reading comprehension is considering that the students who are not only going to read the printed marks but they also need to understand the content of the text is stated as a reading comprehension. Thus, Reading comprehension skill is the ability to comprehend and obtain information from a text. While thinking process, the readers use their eyes to transmit the images to the brain that will be continued by the brain to read.
- b) *Recount text* is a text that tells the reader about a story or activity in order to retell about someone experience. The goal of this text is to entertain and inform the reader.
- c) *Technique* is a particular trick or strategy that is used to accomplish an objective.
- d) *Think-Pair-Share (TPS)* is a technique that consists of three steps; thinking, pairing, and sharing. TPS gives the students opportunities to work both individually and in a group. In the thinking process, they will read the text then think about it individually. After that it will be continued by sharing in pairs.