I. INTRODUCTION

A. Background of The Problem

English has been taught in Indonesian educational institutes as an obligatory subject in junior high schools as well as in senior highs since Indonesia proclaimed its independence in 1945 (Alisyahbana, 1990). English has become more significant in Indonesia education in recent decades than in earlier periods (Coleman, 1997). It can be seen that there are many students learn English in Indonesian educational institutions.

Based on the researcher's pre-observation at second year in SMAN 8 Bandar Lampung, she found that there were many students who had some problems in learning English, especially in reading. It is said so because their reading competence was still low. It could be seen when the researcher asked ten students at the second year to do a reading test consisting of ten questions. The result shows that five out of ten students got lower score than the minimal mastery criterion (KKM) of school, that is, 68. Most of them found some difficulties in determining main idea, finding inference and understanding features of text forms.

Based on the statement above, students are expected to understand every kind of information that is provided in English written form. The guideline KTSP states that the standard competence of the senior high school for reading   are the

students should be able to identify the main idea, specific information, inference, the word meaning, phrase and sentence of functional text and simple essay. It can be seen that reading is one of important skills that have to be mastered by the student and it influences the researcher to conduct a research about reading.

All of students who learn English are expected to be able to master all language skills, listening, speaking, reading, and writing, with reading skills as the main skill. Why reading is pointed as the main skill that students should master may be seen from many tests that students face mostly contain of reading text. Reading is one of the favorite skills that mostly appear in many kinds on test, for instance, there are almost all kind text that appear in students final semester examination even in the National Examination. Many kind of questions that must be answered by the students based on the text given.

The researcher's decision to choose *think-pair-share* technique is that researcher wants to investigate reading class whether it can be an active learning not a passive one. *Think-pair-share* technique is one of the cooperative learning's techniques found by Lyman in 1981. *Think-pair-share* gives the students opportunity to discuss their problem in comprehending a text to another, so they can solved the problem together. There are some research that use *think-pair-share* technique in order to increase student's reading comprehension achievement.

In addition, Ahyarudin (2008) found that *think-pair-share* technique could also increase the student's reading comprehension achievement. He compared *think-pair-share* technique (TPS) and Grammar Translation Method (GTM) and found

that the students' score within experimental class which used TPS increased significantly (54.29 to 80.71), while there was no significant increase in the control group that used GTM (55.67 to 61.75 point). Based on his finding, he confidently said that *think-pair-share* technique was able to increase the students' reading comprehension achievement.

Allen (2007: 107) argues about the advantages of *think-pair-share* are provides students with think time prior to discuss, permit for independent and collaborative learning, gives students opportunities to collaborate to refine definitions, gives some more triggers to more equal participation as all students share with one other and then with another pair of students, engages students in active learning. If all of the students are able to get all of those advantages, it can make reading as a fun activity that can be enjoyed in doing it. As the result of it, students are able to catch the main idea of the text, find the specific information easily, and everything that they need in read and comprehends the text. If it may be said that it will help their improvement of reading comprehension achievement.

Considering the problems above and regarding the advantages of think-pair share, the researcher purposes conducting a research entitled "The effect of think-pair-share technique on students" reading comprehension achievement the second year of SMAN 8 Bandar Lampung".

B. Identification of the Problems

Based on the background above, the following problems can be identified:

1. The students are still passive in teaching learning process.

2. The students are still poor in finding out determining main idea, finding inference and understanding features of text forms

3. The teacher still applies the old teaching technique, less attractive teaching strategy.

C. Limitation of the Problem

The focus of the research is the students' reading achievement as a result of implementing of *think-pair-share* technique. The decision is taken considering the advantages of *think-pair-share* as one of cooperative learning's techniques which is believed can offer positive effect of students' reading comprehension and knowing the reality that there are still many students who get low score in reading test.

D. Formulation of the Problems

Based on the limitation of the problem, the researcher formulated the research problem as follows:

1. Is there any significant increase of students' reading comprehension achievement when they are taught by using *think-pair-share* technique?

2. Which reading aspect has the highest increase when the students are taught by using *think-pair-share* technique?

E. Objectives of the Research

Based on the formulation of the problem above, the objective of research are:

1. To find out whether there is any significant increase of students' reading comprehension achievement when they are taught by using *think-pair-share* technique.

2. To find which reading aspect has the highest increase when the students are taught by using *think-pair-share* technique?

F. Uses of the Research

The uses of the research were:

1. Theoretically, the results of the research are expected to be beneficial to support on teaching and learning technique

2. Practically, it can be a consideration for English teacher that think-pair-share technique can be applied as an alternative technique in teaching reading for suitable students.

G. Scope of the Research

This research used one class as an experimental group to investigate that there is any significant increase of students' reading comprehension achievement when they are taught by using *think-pair-share* technique. In analyzing the data, the researcher used one group pretest posttest design.

H. Definition of Terms

There are some terms used by the researcher, so in order to make it clear, the researcher gave some definitions below:

1. *Reading comprehension* means relating to what someone does not know or new information to what he already knows through printed messages being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intentions, and expectations are already have in readers' head (Smith, 1982: 15)

2. *Cooperative Learning* is a variety of teaching methods in which students work in small groups to help each other learn academic content (Slavin, 1995: 20).

3. *Think-pair-share* is a summarization strategy that can be used in any content area before, during, and after a lesson. The activity involves three basic steps, which is, *thinking*, *pairing*, and *sharing* (Lyman, 1981).