

I. INTRODUCTION

This chapter describes the background of the problem that explains why the research is administered. It also consists of formulation of the problem, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

Learning English cannot be separated from four language skills: listening, speaking, reading and writing. Those are stated in standard competence and basic competence in syllabus of KTSP curriculum. As we know that listening skill refers to the ability to catch the message or meaning through audio or hearing; reading skill refers to the ability to understand or get the meaning of written or printed words; speaking demands the ability to use the language in the oral form; and writing skill refers to the ability of putting information or message in a piece of paper or in appropriate form. Thus, those four language skills are integrated one another which the students have learnt from elementary level up to senior high school level.

Reading is important to be mastered as one of the skills development. Students of English as a Foreign Language are expected to mastering reading as a skill development since they can get new input from the reading.

In Indonesia, reading skill is expected to be acquired by all of the education levels. It is important to carry reading activity as standard competence of English course. Reading activity that focuses on understanding context and getting new information of texts is reading comprehension. According to BSNP, 2011 the highest level of reading activity is carried out in senior high school. Moreover it is stated in competence standard of KTSP curriculum that students are expected to master reading comprehension of short functional text and short essay in the form of narrative, descriptive, and news item in daily context. Students of senior high school are expected to comprehend reading of some English texts.

Commonly, people read for general comprehension, whether for information or for pleasure, the objective is not to memorize most of specific detail but to have a good comprehension of the main ideas and to relate those ideas to background knowledge as appropriate.

Based on researcher's pre observation at SMA N 1 Bandar Sribhawono, the researcher found out that the students' reading comprehension test scores which are mostly stated lower than the minimal mastery criterion (KKM) of that school which requires the students getting score 75. It is caused by some problems, such as the technique of teaching. The students tend to be passive in reading class if the technique is dominated by the teacher (teacher-centered).

According to the researcher, to overcome the students' reading comprehension problems, the learning strategies which is considered is *cooperative learning*. One of *cooperative learning* strategies which is supposed to be used is *Think Pair Share (TPS)* technique (Lyman, 1981). *Think Pair Share (TPS)* gives all students

the opportunity to think and discuss in comprehending the text. The principle that is learning in group will increase their learning process than self learning. In doing the task, the students will get better in comprehending the text if they share their result with their friends. Further, *Think Pair Share (TPS)* can be used to big class, usually it consists of 30 to 40 students. *Think Pair Share (TPS)* is considered to be applied in this research because it is one of the techniques that give students a chance to learn cooperatively.

Reading is an activity that has purpose. The reading purpose depends on the information that the students need. Reading also has a purpose to find out the appropriate strategy to reading comprehension.

This research investigates the role of technique of teaching in promoting students' reading comprehension ability. The main reason of conducting this research is based on assumption that reading comprehension achievement is one important component in second language proficiency.

Therefore, based on the explanation above, since reading is very important to be mastered by students, this research was conducted in the first grade students of SMA N 1 Bandar Sribhawono to know the significant difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text.

1.2 Formulation of the Problem

Based on the background of the problem mentioned previously, the formulations of the problem are:

1. Is there a significant difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text?
2. Which aspect is the most increase of reading comprehension aspects?
3. What are the students' reactions after joining Think Pair Share technique?

1.3 Objective of the Research

The objectives of this research are:

1. To know whether there is a significant difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text.
2. To know the most increase of reading comprehension aspects.
3. To know the students' reactions after joining Think Pair Share technique.

1.4 Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research is supposed to give contribution to the theory of teaching as a reference for the next researcher who will concentrate in increasing students' reading comprehension achievement through Think Pair Share technique in procedure text.

2. Practically, to inform the readers, English teachers, language researchers, other practitioners, etc, how significant the difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text, in order to develop English teaching technique further.

1.5 Scope of the Research

This research is a quantitative research which was conducted by giving the pre-test and post-test to help the students increase their reading comprehension achievement through Think Pair Share technique in procedure text. This research was focused on five reading aspects, they are determining main idea, finding specific information, finding reference, finding inference and understanding vocabulary. The material was given in several procedure texts based on KTSP curriculum of senior high school, which are considered to have suitable vocabulary and grammar for their level. The data was collected from the students of the first grade students of SMA N 1 Bandar Sribhawono.

1.6 Definition of Terms

The definition of terms are:

1. Reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world (Nuttal, 1984: 14).

2. Reading comprehension means extracting the required information from the text as efficiently as possible (Grellet 1981).
3. Cooperative learning is variety of teaching methods in which students work in small groups to help each other learn academic content (Slavin, 1995: 20).
4. Think Pair Share is summarization strategy that can be used in any content area before, during and after a lesson. The activity involves three basic steps, they are thinking, pairing and sharing (Lyman, 1981).
5. Procedure text is a text which tells us information of making or doing something and how things work through several steps directions (Derewianka, 1990: 24).