

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of the foreign languages to be taught at school. As an international language, English is used for communication in most activities and field in the world. It is used in communication, scientific information, education and also technology. In Indonesia, English is taught to the students from elementary up to university.

Language used in communication includes two groups of skills; those are the receptive skills and the productive skills. The receptive skills include listening and reading, and then the productive skills include speaking and writing. All those skills are related each other and they are learned by students in every education degree. One of the skill which is very important for the students who learn English and regarded as a main component in mastering English is reading.

Reading is the skill which may often be used and retained the longest. It is an essential foundation of learning in seeking the information and knowledge. The students can increase his or her knowledge by reading many books, newspapers, magazines, novels, by using internet and other reading. The information that is gotten from reading can help the students in the study and enable them to get good grades, which are useful to continue their future studies. Besides, Strevens (1976: 64) stated that “reading is regarded as a skill of great importance to the learners because (a) it provides them with access to a great quantity or further experience of the language, and (b) it gives them a window onto the normal means of

continuing their personal education“. In addition, Gibson and Levin in B. Allen (1964: 388) note that “reading has received more attention than any other aspect of education. The ability to read well (my emphases) is the basis for success in school and future. So, there is small wonder that instruction in the early grades is organized around learning to read”.

From the statement above we know that to learn foreign language is difficult and reading is important for students. The ability of reading is the foundation to be success in school and future. It is a serious problem which should pay more attention from English teachers because reading needs more attention than any other aspect of education.

Besides, in the school level curriculum or KTSP, reading is one of the standard competences conducted to the student. One of reading competence that should be learnt by the students is to comprehend the meaning of short functional text and essays in the form of descriptive, recount, narrative, procedure text, etc. Also in National Examination (Ujian Nasional), the questions in English as subject contain of those kinds of text and students must comprehend them, so they will be able to answer the question. One of the kinds of the texts is descriptive. Descriptive text is a text which describes a particular person, place or thing.

Through the teaching and learning of reading, the students are hoped to be able to comprehend the reading material. The teachers are also expected to change of boring to enjoying class condition in order the students are interested to follow teaching English, more actively and interested in reading subject. In addition, the condition of students' reading comprehension is ideal.

Like other school, MTs Muhammadiyah 10 Ponorogo has applied the school level curriculum or KTSP. In that curriculum, reading is one of skills taught at school besides writing, listening, and speaking. In teaching reading, it needs a suitable method to teach, and then the researcher offers “Think Pair Share (TPS)” to ask students have an active role in learning activity. It is one of cooperative learning strategy that provide students with “food for thought” on a given topic enabling them to formulate individual ideas and share these ideas with another student.

There are several reasons why the writer took MTs Muhammadiyah 10 Ponorogo in conducting this research. First, this school has outstanding outcomes. It is proved by the latest graduation that has high grade in the subject which is tested in National Examination (Ujian Nasional). Besides, this school was applying school level curriculum or KTSP in which reading is one the basic language skills that must be mastered by students. In fact, the students get problem in learning reading. The English teacher only used text book with translation method. So, reading becomes boring lesson for students. Furthermore, the students’ interest is low in reading subject, they are inclined to passive attitude when teaching learning process and they get difficulties to comprehend the reading material. Finally, the writer is inspired to try the implementation of the cooperative learning method, especially Think Pair Share Method because this method is never used by the teacher of MTs Muhammadiyah 10 Ponorogo and the researcher thinks that by using this strategy or method will make students focus

on lesson and make students not bored. In addition, reading class will be more impressing and pleasing.

1.2 Statement of Problem

Based on the background of study above, the problem that the researcher wants to know in this study is “How is the implementation of Think Pair Share (TPS) method improve the students’ reading comprehension in descriptive text at the ninth grade of MTs Muhammadiyah 10 Ponorogo in academic year of 2014/2015? ”.

1.3 Purpose of the Study

Based on the problem, the purpose of this research is to know how Think Pair Share (TPS) method improves the students’ reading comprehension in descriptive text at the ninth grade of MTs Muhammadiyah 10 Ponorogo in academic year of 2014/2015.

1.4 Significance of Study

The writer hopes this research will give some advantages:

1). For the teacher

It can be as new concept to teach English that interesting for students, especially in teaching reading.

2). For the students

This way can help students interested in reading class and reading comprehension

3). For the researcher

The researcher gets some experiences and knowledge about teaching reading.

4). For institution

This way becomes one of information sources in learning activity, especially in teaching reading.

1.5 Scope and Limitation

The researcher limits the problem on this research. First, this study is focused on the implementation of Think Pair Share (TPS) method to improve the students' reading comprehension in descriptive text. Second, this study is conducted at the ninth grade of MTs Muhammadiyah 10 Ponorogo in academic year of 2014/2015.

1.6 Definition of Key Terms

The writer defines the definition of key term used in this research in order to avoid misunderstanding. In the text explanation, the key terms are as follow:

Think Pair Share is a strategy designed to provide students with “food for thought” on a given topic enabling them to formulate individual ideas and share these ideas with another student (<http://www.olc.spsd.sk.ca/./think/>).

Reading Comprehension is the ability to understand information presented in written form (<http://www.muskingun.edu/~cal/database/general/reading.html>).

Descriptive text is a text which lists the characteristics of something (<http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/>)