

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is an important skill in language learning, through reading, students can obtain information and gain knowledge, especially about a subject that will be studied. By reading, students can enrich their vocabulary and spelling, which will help them improve other skills. However, reading is one of the language skills that is still difficult for students to master. This can be seen from the students' understanding in understanding a content in a text. Therefore, they need to improve their reading comprehension ability to capture more information in the text. Thus, by reading comprehension, students can construct meaning to understand each sentence of the text, and by having understanding, students can also understand what the text is telling, and students can understand the text easily.

Brown (2004:185) states that reading is also a skill that teachers expect students to acquire. Reading is the most important skill for success in all educational contexts, and it remains a very important skill. When students are able to recognize the meaning of words in the reading text, they are able to understand what they have read. By understanding the text, students can improve their reading skills. According to Brindley (2005: 80), reading is one of the basic skills that must be mastered from an early age. This is because reading is very important to increase students' knowledge. If students have been trained to read from an early age, of course when they are in school, they will not have difficulty in understanding the text. Therefore, at an early age reading skills need to be mastered.

Furthermore, Patel and Jain (2008:113) state that reading is most useful and important skill for people. Reading is important in improving the students' knowledge because by reading, the students can get much important information. Reading is also important activity in many language classes, because through reading the students will know about the content of the text that they read. The essential thing in reading is comprehension. It means that the students have to comprehend the content or the information in the text. If the students' reading comprehension are low in understanding reading text, they will have difficulty in language learning process, whereas if the students' reading comprehension are not low, they will have not gotten any difficulty in language learning process. Therefore, the students can comprehend the texts easily. Good reading can be said if it can keep students regular in reading and give students pleasure and benefits from reading.

Reading comprehension is the core of reading activities. Comprehension is understanding what is told by the text or passage and the goal is that students can understand written language. Understanding text or passages refers to understanding context not only understanding words but also paragraphs. Therefore, it can be said that reading comprehension is the ability to process information that has been read and understand it meaningfully. By understanding the text, students can increase their knowledge. In addition, students must have good ability in understanding texts or readings to gain new knowledge. Thus, reading comprehension is a very important skill for students to master.

Based on interviews that have been conducted with English teacher, the researcher found out that the English teacher still used a conventional technique in

teaching reading. The learning technique of the teacher was not really collaborative, it was just questioning and answering activity. Firstly, the teacher explained the material and gave some examples to the students. Secondly, the teacher asked the students to read the text then answer the questions about finding general information, specific information, textual meaning and textual reference without giving any explanations. Besides, the teacher only observed the students when they work individually without directing the students. In addition, the writer also found that there are some problems on the students' reading comprehension. Many students still have difficulty understanding the contents of the text and cannot read the text properly.

Based on the explanation above, the teacher's technique made the students face problem in reading comprehension. The students had difficulty in comprehending and understanding the reading text. Therefore, most of the students had difficulty to answer the questions about finding general information, specific information, textual meaning, and textual reference that were given by the teacher. Besides, the weakness of the teacher's technique was the teacher only gave the students' limited opportunity to discuss some difficult words from the reading texts. Thus, when students found the difficult words from the text, it made students feel confused and difficult to answer the questions. It made the students failed to comprehend the text clearly and answer the questions from the reading texts. To sum up, the researcher would like to help teacher to solve the students' difficulties in reading comprehension by providing a new technique to be implemented in the class in order to improve the students' reading comprehension. Considering those things, the teacher should pay attention to characteristic of technique in teaching

and learning process. Teaching techniques should be beneficial for both teachers and students. Teachers need to know which techniques are useful, and when to use them to improve reading comprehension successfully. There are so many techniques that can be applied in teaching reading comprehension. Therefore, based on the problems above, researchers are interested in conducting research that aims to improve students' reading comprehension achievement by using Think Pair Share strategy in the teaching and learning process.

Think pair share was an appropriate technique for reading activity in improving reading comprehension of the eighth-grade students of SMP N 6 Denpasar. Besides, think pair share could attract the students' interest in learning reading. Think pair share was also one of the techniques which could be found in cooperative learning. Think pair share was conducted into three steps; thinking, pairing, and sharing. In thinking activity, the students were asked to think individually the questions that given by the researcher. In pairing activity, the students were asked to discuss the reading text and the answers with their pairs. In sharing activity, the students were asked to share the result of the discussion to their classmates, it would make the students know the right answers. By using think pair share, the researcher believed that it could improve the students' ability in reading comprehension. Besides, using think pair share was recommended in teaching reading because every student got chance to discuss the text with their partners. Therefore, the students will be felt enjoy to study when they could discuss with their partners. This technique will be created the interesting teaching learning process during its activity. Think Pair share can be applied with a variety of media, for

example by using picture as the media, it would make the teaching learning process more interesting.

Brown (2004:151) states that picture may be very simple, designed to bring out words or phrases. Using pictures in reading class is very effective. Students are encouraged to provide opinions, ideas and imagination about the images presented. Teachers can also make them more effective during the teaching and learning process. Pictures can trigger students' creativity through various languages. In addition, images have several strengths; pictures can clarify a problem. This means that by seeing a clear picture, students will understand more about the topic being taught. It can also help students to imagine and develop their ideas during the teaching and learning process. It will be a good combination between think pair share and picture in improving the students' reading comprehension.

In conclusion, reading comprehension was very important to make reading activity became meaningful in order to get the objectives of the reading activity itself. Therefore, teaching reading comprehension was expected to build the students' interest while having reading lesson and helping the students in understanding the reading material easily; not only in understanding but also in comprehending. Thus, the researcher decided to conduct a research entitled "The Use of Think Pair Share with Picture to Improve Reading Comprehension of the Eighth Grade Students of SMPN 6 Denpasar in Academic Year 2022/2023".

1.2 Research Problem

Based on the background of the study, the students had difficulties comprehending and understanding the reading text. They were also still had

difficulty to answer the questions about finding general information, specific information, textual meaning, and textual reference that were given by the teacher. Finding the right strategy could be a good solution to solve the student's problem. Moreover, a technique that was used was expected to make their reading comprehension improve. Think Pair Share with picture was a strategy that could be used to improve the students' reading comprehension. In addition, the present research problem could be formulated in the form of a question as follows: can reading comprehension of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 be improved through think pair share technique with picture?

1.3 Objective of the Study

The research was conducted to solve the problem that was faced by the students in reading by applying an appropriate strategy. There were so many different strategies to improve the students' achievement in reading. To make this study has direction, it needed to declare an objective to be achieved. Based on the problem of the study, the students had difficulties in understanding and comprehending a descriptive text. The present study was conducted to answer the research question which has been previously determined. Thus, the main objective of this study was intended to find out whether reading comprehension of the eighth-grade students of SMP Negeri 6 Denpasar in academic year 2022/2023 can be improved through think pair share technique with picture.

1.4 Limitation of the Study

The limitation of the study was such an important thing in making discussion about research problem more specific and avoiding a broad discussion. Reading comprehension was a complex and broad variable to be investigated. Reading actually had a broad and wide scope of coverage. That is why a limitation of the study was necessary. There were many things that could be taken as the subject matters to be observed by researcher who wanted to do research in this field. Since reading had a lot of things to be observed, the researcher needed to narrow down the area of this present study. Thus, the researcher limited the study which just focused in improving reading comprehension of the eighth-grade students of SMP Negeri 6 Denpasar in academic year 2022/2023 by using think pair share technique with picture as the media. The 2013 curriculum was applied at the school where the present study was undertaken. Then, based on the syllabus of the eighth-grade students of SMP Negeri 6 Denpasar, the researcher only focused on the third main competency and basic competency 3.10.

The third main competency would be concerned on understanding, implementing, and analyzing in the realm of concrete and abstract domains related to the development of what they learned in school independently, and able to use method according to scientific principles. The third competency was about understanding generic structure and language feature to carry out the social function of descriptive texts which are short and simple according to the contexts. Therefore, the reading comprehension in this present study was restricted on reading activity by answering questions about the four aspects. It could be said that reading comprehension in this present study was particularly focused on improving the

students' reading comprehension to comprehend the reading text especially in identifying the general information, specific information, the textual meaning, and the textual reference of descriptive text by using think pair share technique with picture as the media.

1.5 Significance of the Study

The researcher paid attention to use think pair share with picture to improve the reading comprehension of the eighth-grade students in SMP Negeri 6 Denpasar in academic year 2022/2023. The research findings were expected to give theoretical and practical information of the importance and useful using think pair share with picture in teaching reading, especially if the students wanted to describe something. Both theoretical and practical were important to make sure that the present study would give beneficial impacts. Moreover, theoretical and practical to support and strengthen explanation that presented properly. The theoretical and practical significance could be defined as follow:

Theoretically, the finding would be beneficial as theoretical evidence about the implementation of theory based on the problem that faced above. The finding of the present study was expected became a reference for other researchers who wanted to make a research about improving reading comprehension with think pair share strategy that combined with picture as the media in the future. This finding was also expected to enrich theories then it made the result of this present study wanted to support the existing similar findings with more empirical evidences especially in reading comprehension by using think pair share strategy with picture as the media. Besides, it could be contributed a new research finding about the use

of think pair share combined with picture. It was also to strengthen the empirical review. Thus, it was also expected to use the evidence that think pair share was the effective strategy as a technique in improving reading comprehension.

Practically, the result of this present study was able to give a beneficial contribution to the English teachers, the students and the other researchers. Researcher hoped that the finding of this present study was useful for them. For the English teachers, the researcher hoped that the finding of this present study can be helped the English teachers in delivering a material about reading comprehension in the other strategy especially for those who taught the eighth-grade students of SMP Negeri 6 Denpasar. For the students, the researcher hoped that the finding of this present study was expected to be able to solve the students' problem particularly in improving their ability in reading comprehension to identify the general information, the specific information, the textual meaning, and the textual reference. Moreover, it was also expected to increase their motivation, interest, and desire in learning English. Besides, for the future researchers, the researcher hoped that the finding of this present study will be helped the other researchers in enriching their knowledge about think pair share with picture that might be used for a reference in conducting further research related to teaching reading.

1.6 Definition of Key Terms

There are several definitions of key terms that appear frequently during research. The researcher wants to define the two key terms defined here research, such as: reading comprehension and think pair share strategy with picture.

1. Reading Comprehension

Reading comprehension is a process of identifying a reading text. In addition, reading comprehension is also the process of recalling the content of the reading texts. For the final result, the students can understand the explicit and implicit meaning that contained in the reading text.

2. Think Pair Share with Picture

Think pair share with picture as a media is a teaching strategy that is used by the researcher in improving the eighth-grade students' reading comprehension. Think pair share with picture is a combination of think pair share strategy with picture as the media. Think pairs share with pictures as a way to teach reading comprehension in a collaborative style. Think pair share with picture is conducted into three steps, there are: 1) Thinking activity, before being given the text, students were asked to look at the picture first, after that students were asked to think individually about the text after they saw the picture. 2) Pairing activity, the students were asked to discuss in pairs about the text and the answers to the questions. 3) Sharing activity, the students were asked to share the results of their discussion with their classmates by reading it in front of the class.

