

CHAPTER I

INTRODUCTION

This chapter provides background of the research, research questions, aims of the study, limitation of the research, significance of the study, clarification of the key terms, and organization of the research.

1.1 Background

In 2006 English curriculum of Indonesia, which is called KTSP (Kurikulum Tingkat Satuan Pendidikan/ Curriculum of Educational Unit), four language skills such as reading, listening, speaking and writing are expected to be mastered by the students to learn English (Depdiknas, 2006). Thus, if we look at the curriculum, reading is one of the four skills in English that the students have to master.

In fact, the study sample of Organization for Economic, Cooperation, and Development (OECD) discovered that 15-year-old Indonesian students have internationally low reading performance (Grazella, 2011). In addition, according to *Progress in International Reading Literacy Study* (PIRLS) and *International Association for the Evaluation of Educational Achievement* (IEA), cited by Hidayah (2009), Indonesian students have low level of reading skills. *Kompas* newspaper, cited in Sukyadi & Hasanah (2010), stated that around 37.6% of 15-year-old Indonesian students are only able to read the texts without understanding the meaning carried by the text. Only 24.8% out of them are able to correlate the texts to their prior knowledge. In other words, many students still have lack of reading skills to comprehend the texts.

The demand of providing better learning for English, teachers should decide an appropriate methodology that helps the students have better understanding when they read. Cooperative learning is considered promising by many experts to develop the students' reading skills in the classroom. As suggested by Kagan &

Kagan (2009, p. 3.6) cooperative learning is an effective way to improve language skills for students.

Cooperative learning is one of the best strategies in which teachers create small groups of students in the classroom and each group consists of students who have different level of ability. Every student in the group has responsibility not only for learning the material which is taught but also helping their teammates. The students will learn the materials until all students in the group successfully understand and complete the materials (Rahvard, 2010).

Several notable research investigating cooperative learning have been conducted and it showed satisfactory results. The results include significant improvement in reading skill of the first-year students at Bangkok University. Cooperative learning also can help the students maximize to learn English and improve other skills (Wichadee, 2004; Bolukbas, Keskin, & Polat, 2011)). Another research discovers that cooperative learning assists the students to gain higher achievement than carry out competitive or individualistic experiences (Rahvard, 2010). In addition, cooperative learning improves the students in mastering vocabularies in English (Caposey & Heider, 2003) and increases students' motivation in learning English (Hollingssworth, Jennifer Sherman, & Zaugra, 2007)

There are varieties methods in cooperative learning that can be applied in the classroom such as Jigsaw, 3 step interviews, Students Team Achievement Division, Round Table, Think-Pair-Share (Slavin, 1995; Johnson & Johnson, 1994, 1999, 2009; Kagan, 1992, cited in Xiaoshuang, 2011).

One of the most effective methods in cooperative learning is the Think-Pair-Share (TPS) which was developed by Lyman (1978). TPS consists of wait-time, verbal rehearsal, discussion, and cooperative learning. Several research have discovered that the TPS strategy can help the students to foster the academic performance in several disciplines. TPS strategy has many advantages on reading comprehension skills of the students (Glomo-Narzoles, 2012).

TPS is one of the successful learning strategies in organizing content and following the students on where they are related to the topic being discussed in class. It can also help the teachers to manage the class to be more interactive than regular lecture sessions and the students can develop their critical thinking (Radhakrishna, Ewing, & Chikthimmah, 2012).

A number of studies have revealed that TPS is one of the effective ways and a beneficial strategy to improve students in learning English especially in developing the students' reading skills. Thus, the research will investigate the effectiveness of this technique through an experimental study. In order to provide complete data of the method's implementation, the research will also investigate the students' responses toward the Think-Pair-Share technique applied in the classroom.

1.2 Research Questions

The research is aimed at discovering the use of Think-Pair-Share technique to develop the students' reading skills. In order to shape the research, the researcher tries to answer the research questions formulated as follows:

1. Does Think-Pair-Share technique develop the students' reading skills?
2. What are students' responses toward Think-Pair-Share technique applied in the classroom?

1.3 Aims of the Study

Based on the description in the background, the research is aimed at:

1. Discovering whether Think-Pair-Share technique develops the students' reading skills or not;
2. Finding out the students' responses toward Think-Pair-Share technique applied in the classroom.

1.4 The Limitation of the Research

The research will focus on analyzing the effect of Think-Pair-Share technique in reading skill. The Think-Pair-Share technique focuses on recount text in eighth grade of Junior High School Student Level. A Junior High School in Bandung will be chosen for the research.

1.5 Significance of the Research

The research is expected to make contribution to develop teaching method applied in the English classroom especially to develop students' reading skills. Furthermore, the research will be a reference for English teachers to improve an innovative teaching method used in classroom.

The research can also be a useful and helpful source for teachers in teaching English through Think-Pair-Share technique. The research may also inspire other researchers to research issues which are related to implementation and development of Think-Pair-Share Technique.

1.6 Clarification of the Key Terms

This part explains the technical terms that are used in the research in order to avoid misinterpretation. Two terms are clarified, as follows:

1. Recount, according to Cambridge Dictionary, tells how something happened. Recount text is purposed to give audience a description of what occurred and when it occurred (Anderson & Anderson, 2003). Recount text used in the research is a text for eighth grade of Junior High School Student. The text will be adapted and taken from the internet or books.
2. Think-Pair-Share technique is one of the strategies in cooperative learning which was developed by Frank Lyman and his colleagues in Maryland. The students groups in pair to share their opinion on a problem or question initiated by the teacher. This can be modified to involve pairs of students exchanging ideas to enrich the discussion. The technique is one of successful ways for generating class discussion and sharing of opinions and ideas (Carss,

2007). In the research, the technique has been modified in which the last step (share), the pairs work in group of four students before they share their result of pair discussion with the class. In group, they still discuss the questions that are given in the first step (think). After that the teacher calls for groups to share their result of group discussion with the rest of the class and the teacher has a role as organizer and feedback organizer.

1.7 Organization of the Paper

This paper will be presented into five chapters as follows:

CHAPTER I : INTRODUCTION

In this chapter, the paper will elaborate the background of the research. It will discuss reading that becomes the focus of the research and why analyzing student's reading ability is very important. The chapter also states the research questions, the limitation of the study, aims of the study, significance of the study, clarification of the key terms, and organization of the paper.

CHAPTER II : THEORETICAL FOUNDATION

This chapter will discuss some theories about cooperative learning, Think-Pair-Share technique and reading skills for the research.

CHAPTER III : RESEARCH METHODOLOGY

This chapter will give clear explanation about how the study will be conducted and analyzed. The data analysis will also be briefly explained.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter will discuss the findings of the research and analyze those findings in explanation clearly.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter will explain the conclusion and several suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the use of Think-Pair-Share to develop the students'

reading skills. There are also several suggestions for further research related to the Think-Pair-Share technique.

