

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. This chapter consists of nine sections. They are background, statement of problems, scope of the research, aims of the research, significance of the research, hypothesis, research methodology, clarification of terms, and organization of paper.

1.1. Background

Nowadays, the rapid advance in media and technology leads students to find much information and knowledge easily. For example, students can access various information and knowledge through internet, textbook, and newspaper. This condition surely demands students to generate their independent learning. In addition, a lot of media provides the information that appears in the form of written texts so that the need for reading and extracting the information from those texts seems to be vital. In other words, reading skill is highly necessary for students. Barnhart (1991) argued that reading skill is the most stable and durable of foreign language modalities.

In the context of English learning, the main purpose of teaching reading is comprehension. "It is the purpose of reading, why we teach it, and why we care about it" (Kirby: 2007: 1). The purpose is in line with the objectives of teaching reading in high school. Ariwiyati (2006) said that in high school, the process of teaching reading has some specific objectives; they are: 1) to enable

students to develop basic comprehension skills so that they can read and understand texts of general nature; 2) to use reading to increase their general knowledge; 3) to decide about reading purpose; 4) to adapt their strategies of reading; and, 5) to develop the ability to read critically.

As stated by Ariwiyati (2006), one of objectives that should be developed is basic comprehension skills. So students that have great comprehension skills can read and understand texts easily. Those comprehension skills, according to Brown and Palinscar (in Resnick, 1992: 20), consist of the using of the background knowledge in processing information, evaluating contents skill critically, predicting, interpreting, and concluding skills.

It is important to bring those skills into students through designing appropriate methods and strategies in teaching reading comprehension. In Indonesia, especially in the context of English as Foreign Language (EFL) teaching, a previous study conducted by Syukriyanto (2006) found that there were some EFL teachers having different understanding and responses toward the strategies in teaching reading comprehension theoretically, and how to implement it practically. Some of them were still confused of how to teach reading comprehension to their students.

The study conducted by Sunandar (2006) also shows that many teachers in some Indonesian schools only employ conventional method covering activities of making list of difficult words, translating their meanings into L1 (First Language), asking students to read loudly and/or silently, and having students answer the questions related to the text, whereas this kind method may cause

negative effects on students' reading skill. Swan (1988) said that the kind of teaching method mentioned above may cause the students to read slowly and carefully, only pay attention to individual points, but without succeeding in getting clear idea of the overall meaning of the text. In addition, Reason and Boote (1994) also stressed that reading should not be confined to any one approach, to select 'real reading' or 'phonics' or 'look and say' as an exclusive teaching method would deny students a full opportunity to develop all the necessary concepts and skills.

According to the explanations above, developing appropriate methods that enable students to improve their reading comprehension is very crucial for English teachers. One of the methods that enables students to improve their reading ability is cooperative learning. Many researchers believe that cooperative learning could improve students' work in their academic learning, help them to understand hard concept of learning material, and develop their critical thinking (Trianto, 2009: 59).

The type of cooperative learning strategy that will be employed in this study is Think Pair Share (TPS) method. TPS is considered as a method of learning that enables students to improve their comprehension. TPS method is developed by Frank Lyman and Spencer Kagan (1992) as the structure of cooperative learning activities. This method gives the students a chance to work individually and cooperatively with their friends. The techniques used in this model are the process of thinking, pairing, and sharing.

According to the advantages of the method, the study applied the method

of cooperative learning; TPS which is believed as the method enables students to improve students' reading comprehension. Obviously, the study is intended to analyze the influence of TPS application in improving students' reading comprehension. Getting additional comprehensive data, the study also tried to find out students' opinions about the application of TPS method in teaching reading.

1.2 The Statement of Problems

The study tried to answer the following questions:

1. Is the application of Cooperative Learning: Think Pair Share (TPS) able to improve students' reading comprehension?
2. What are students' opinions towards the application of TPS in teaching reading?

1.3 The Limitation of the Study

The study focused on the application of cooperative learning model, TPS, in improving students' reading comprehension. Specifically, the reading text used in this study is in the form of *News Item* text. The study was applied to students of class X in one of the senior high schools in Subang, West Java.

1.4 The Aims of the Study

This study is aimed at achieving the following objectives:

1. To find out the students' reading comprehension improvement by the application of cooperative learning model: Think Pair Share (TPS).
2. To find out the students' opinions towards the application of TPS in teaching reading.

1.5 The Significance of the Study

This study is intended to be valuable for:

1. The teacher in term of giving information of language learning method that can be applied to improve students' reading comprehension. In this study, cooperative learning: TPS is a suggested learning method.
2. The students in finding out the type of learning strategy that can improve their reading comprehension.
3. The curriculum makers, in giving more descriptions of the importance of the appropriate methods used in teaching-learning process. Therefore, they can suggest the supporting methods to develop it while making the curriculum or syllabuses.
4. Further researchers who will investigate the application and the effectiveness of cooperative learning: TPS in improving language learning achievements in other areas or scopes.
5. Other addresses who need to know more the application about the method of cooperative learning: TPS.

1.6 Hypothesis

The hypothesis is examined through experimental or series observations. The study will employ the null-hypothesis (H0) that there is no significant difference between the mean of experimental group (the TPS method) and control group (the conventional method). In other words, the TPS method is not effective to improve students' reading comprehension.

1.7 Research Design

1.7.1 Research Method

This study used quasi experimental design through nonequivalent groups design. It should be suitable to be applied since the population of the study, students of class X senior high school in Subang, has been already assigned into some classes. Hatch and Farhady (1982: 22) say that the quasi experimental design involves two groups or samples; the experimental and control groups.

In the experimental group, students will receive the treatment of using TPS model. Meanwhile in the control group, the treatment of using conventional model was given to students.

The description of quasi experimental design that will be used in this study can be described as follows:

G1 T1 X T2

G2 T1 T2

(Sugiyono, 2008: 116)

G1 : experimental group

G2 : control group

X : the treatment through the think pair share method that belongs to experimental group

T1 : pre-test belongs to both of experimental and control groups

T2 : post-test belongs to both of experimental and control groups

1.7.2 Population and Sample

The population that was employed in this study was students enrolled in tenth grade senior high school of an Islamic boarding school in Subang. Meanwhile, the sample was two different classes; class X-2 as the experimental group and class X-1 as the control group. There were 25 students in each of classes within the age of 15-16. The samples of the study were selected by applying nonprobability sampling. In this study, all members in the population were involved as samples.

1.7.3 Instruments

The instrument used in this study was pretest and posttest in a multiple-choice test form. It was aimed to obtain the data of students' reading comprehension before and after having treatment. The observation sheet with checklist technique was also administered to gain the data about the implementation of TPS method while teaching reading in the classroom. Besides, the questionnaire was administered as

well to obtain the result about students' opinions toward the application of TPS in teaching reading.

1.7.4 Collecting Data Procedure

This study used the procedure in such bellow:

1. organizing the instructions that will be applied in both experimental and control groups;
2. organizing the instrument of the study, a multiple-choice test, observation sheet, and teaching procedure in which TPS method would be implemented;
3. trying out the instrument of the study, a multiple-choice test;
4. analyzing the data from the try-out to ensure its validity, reliability, and difficulty;
5. administering pre-test for both groups to obtain the initial abilities between those two;
6. giving the treatment of think pair share method to the experimental group;
7. administering post-test for both groups to obtain the result of the treatment;
8. administering observation list to obtain the data of the model implementation;
9. administering questionnaire to obtain the result of students' opinion and responses towards TPS method;
10. analyzing the data collected from pre-test, post-test, and observation list, and questionnaire;
11. drawing the interpretation according to the result taken from the collected data analysis; and

12. taking the conclusion from the result of the study and proposing some suggestion that was useful for further study.

1.7.5 Data Analysis Procedure

This study used following procedure to analyze collected data:

1. determining the students' score belonging to both groups in pre-test and post-test through independent t-test. It aimed to find out if the means belonging to both groups in pre-test and post-test are significant or not;
2. determining the students' score belonging to one group in pre-test and post-test through matched t-test. It aimed to find out if the means belonging to one group in pre-test and post-test are significant or not;
3. analyzing the significance of the tests;
4. interpreting the findings of the study to describe the result of the study. In other words, it could answer the problems mentioned previously.

1.8 Clarification of Terms

Following clarification of terms is necessary to keep away from inappropriate understanding, they are:

- a. **Cooperative learning** : is the strategy of learning that presents a situation in which two or more people learn or attempt to learn something together.

- b. **Think Pair Share (TPS)** : is a kind of cooperative learning strategies that apply the process of thinking, pairing, and sharing among students in their learning activities.
- c. **Reading comprehension** : the level of understanding of a writing

1.9 Paper Organization

This paper will be presented into five chapters, as follows:

CHAPTER I : INTRODUCTION

In this chapter, the paper elaborates background of the study, statement of problems, scope of the research, aims of the research, significance of the research, hypothesis, and research methodology, clarification of terms and organization of paper.

CHAPTER II : THEORETICAL FOUNDATION

This chapter discusses the theories and other related references about reading, descriptive text, and contextualization method which base this study.

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives clear discussion about the methodology employed to analyze the data obtained in this study.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter presents the findings of the study and analyzes those findings in discussion clearly.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four.

