CHAPTER I

INTRODUCTION

1.1 Background of the Problem

There is no doubt that English is the language of learning and communication. There are lot of nations determined English as their first and second language for their communication, most of the world's books are written in English, most of the research papers are published in English and one cannot even think of studying science without learning English. The internet has transformed our lives into English. English as a language for communication is important in this globalization era where people from many countries used English as a language to communicate with others in daily activities. In Indonesia, the government realizes that English competency has an impact on global development not only for education purpose but also for carrier purpose. That is why English course is presented since early ages. English is one of the subjects that determined as compulsory subject in every curriculum implemented by the government which is thought since elementary level until university level. And it is learned in school covering four basic of language skills; listening, speaking, reading and writing.

In Indonesia, although the curriculum has been changing and developing over several times, beginning from the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the Competence Based Curriculum (KBK, Kurikulum Berbasis Kompetensi), the Educational Unit Level Curriculum (KTSP, Kurikulum Tingkat Satuan Pendidikan) and in the 2013 Curriculum. English is always determined as compulsory subject. In the 2006 curriculum is also known as the "Kurikulum Tingkat Satuan Pendidikan (KTSP) or the School-Based Curriculum (SBC)" is designed in order that every school can develop the teaching and learning process according to the student's character and need.

The KTSP curriculum and the 2013 curriculum particularly in English teaching and learning process, reading plays significant roles for students. Students of junior and senior high school are expected to have abilities to understand and produce some short functional texts, and essays in the form of procedure, narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, discussion, review, anecdote, spoof, news item text. Mostly the students' exercises or tasks provide in the text book are in reading comprehension form. It means that in English and teaching and learning process, students need to have good reading skill in order to comprehend those material well. This kind of reading competence has even been conducted since they are at junior high school until high level education. In Junior High School syllabus, one of reading competences which should be learnt by the students is:

to comprehend the meaning of short functional texts and essays in the form of descriptive text, procedure text, recount text, narrative text, report text in the context of daily life activities and to access knowledge. In addition, the questions in the National Examination (Ujian Nasional) in English subject contain those kinds of texts and the students are asked to comprehend them. (Depdiknas 2013).

Reading has an important role in learning process because the students' success in learning other subjects is very much determined by the high degree of mastering reading. Therefore, teacher should try to make reading interesting, enjoyable, meaningful and challenging. Reading is one of the important basic skills in learning English besides listening, speaking, and writing. Reading activity is one of the ways to catch up information, to know enough science concepts, to know more knowledge, to understand scientific books and technology written in English language. Through reading the reader may have satisfaction and comfort. In short, reading is an activity by which we can improve our general knowledge, get Information, and pleasure. According to the 2006 curriculum for high schools in Indonesia, English is a tool in communication both for spoken and written communication. It means that students have to be able to understand and share their ideas, information, thought, opinions, and feeling through spoken or written texts.

Comprehension refers to a skill or an ability to understand. According to Aswad (1990:145), "Comprehension is always directed and controlled by the needs and purposes of reader. Therefore, the reader cannot read with good comprehension if the subject of the text is one that does not interest the reader." In this case, if the reader fools enjoyable and is interested in reading the text, she or he will find the needs and purposes of the reading text. Ohoiwutun (2005:5) in Azlina suggests "in order to read actively and to comprehend what you read, you must ask questions about your sources and try to answer them." It means that when we read a text we will find something odd that can make a question in our mind. Then, we try to look for the previous sentences in which we will find the answer of the problem in the text and we try to scan the previous sentences, which might be conclusion of the problem.

In addition The National Research Council (in Almaguer, 2005) states that reading is essential for success in our society. That is way teaching children to read is a major task for reading teachers today because reading is central to a child's experiences in school and in their daily life. Since children arrive at schools at different reading developmental stages, reading teachers are faced with helping less capable readers to improve their reading skills by providing the best reading instruction.

In accordance with the Standard of Competence and the syllabus, teaching reading to Junior High School student of grade seventh is directed to help them understand and comprehend meaning of functional written texts and

simple essays in the form of descriptive, narrative, recount, procedures, and report text related to surrounding environment (unpublished of SMPN 4 Tambang syllabus). The students are expected to be able to understand the text by identifying the general idea or statement or topic of the text; main idea of each paragraph; stated and implied information of the text; certain word reference; the meaning of the words; the text organization or generic structure and moral value of Narrative text. The general standard objectives of English language teaching at Senior High Schools and Junior High School in Indonesia are determined as follows: (1) Developing communicative competence both in oral and in written in order to reach the level of informational literacy; (2) Raising awareness of the nature of English as a foreign language in order to compete with other countries in global community; and (3) Developing comprehension of students about the relation between language and culture (Depdiknas RI, 2006).

In junior high schools, students need the appropriate reading strategy in order to get the messages or the information lies inside the texts. Reading involves higher-order thinking skill and to be much more complex than decoding specific words since English becomes the subject that is tasted in the National Examination. Reading becomes very essential because most of the questions in the National Examination are about reading comprehension. In order to pass the final examination, the students should be able to answer these reading comprehension questions. Therefore, English

teaching and learning process in Indonesia is more focused on reading because National Examination (UN) is one of the ways to measure the students' competence and becomes an instrument to determine the students' graduation. English is one subject tested in the National Examination. According to clause 2 of the Decree No. 34/2007 from the Ministry of National Education or Permendiknas 5 stated that National Examination is a test to measure and evaluate the students' competence nationally by the central government after the process of teaching and learning. As the national test, the main purpose of National Examination is to measure and assess the students' achievement in national standard for the certain lesson in science and technology lesson, (Permendiknas No 20, 2007 of assessment standard). Achievement tests relay on the former knowledge of the students' experience. Hence, the English test is used to evaluate students' achievement after studying English for three years.

Students' difficulty in comprehending the text might not only be seen in the result of the National Examination, but also in other reading tests such as in the summative test, mid semester test, or formative test. In these tests, still, many students fail. This happens to be the case found in SMPN 4 Tambang where most students still encounter difficulty dealing with English reading texts, in the other hand the students' reading achievement is not satisfactory.

In preliminary research, that was conducted on 18th of February 2016 at the seventh students of SMPN 4 Tambang, the teacher has apply some collaborative techniques in teaching reading, some of them are useful,

including Think Pair Share and Number Head together, although it's in small amount. These two techniques are help students to identify (1) the general idea or statement or topic of the text; (2) main idea of each paragraph; (3) stated and implied information of the text; (4) certain word reference; (5) the meaning of the words; and (6) the text organization and (7) moral value for Narrative text. These techniques are used to get students' interest in learning and improve their reading comprehension.

The first way is Think-Pair-Share strategy. According to Lyman (1981), Think-Pair-Share technique as one of the cooperative language learning models has some advantages. They are as follows: 1) The Think-Pair-Share technique is quick and does not take much preparation time. 2) The Think-Pair-Share technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class. 3) Students have opportunity to learn higher-level thinking skills from their peers, and gain self-confidence when reporting ideas to the whole class. 4) "The Pair" step ensures that no student is left out of the discussion. 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. 6) Both students and teacher have increased opportunities to think and become involved in group discussion. 7) The Think-Pair-Share technique is applicable across all grade levels and class sizes. It is very simple to apply. It is observes that Think-Pair-Share technique effects increasing the academic success in addition to the social and intellectual

abilities of the students. Various research have shown that especially at the primary, secondary and university level that Think-Pair-Share technique is effective in learning process of theoretical course, in the development of critical thinking process of students, not only in their ability to express themselves, but also in their communication skill. In Think-Pair-Share, student may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. This is particular true of better readers; what may be undesirable as routine procedure has real value as an occasional variation. By seeing the problem, it is important that study English especially reading should be done.

In line with the statement before David & Annis : 2013' experiment of TPS was successfully improve the student's reading comprehension at VIII grade students of SMPN 5 Medan. The findings indicates that using Think Pair Share significantly affected the students' reading comprehension. So. English teachers were suggested to apply Think Pair Share in order to improve students' reading comprehension.

Second strategy is Numbered Heads Together strategy. It is one of the cooperative techniques that can be applied for an ESL/EFL reading activity (Kagan in Richard and Renandya, 2002). NHT includes a simple four-step technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and to any

places in a lesson (Olsen & Kagan in Yeh, 2004). NHT technique encompasses dividing the class into small (4 members), heterogeneous teaching groups within which students number themselves (1 to 4). The number given to students is intended to help students concentrate on doing their task since they will be called upon by the teacher to give the answer based on the number they have. Next, the teacher gives questions based on the text students read. Then, students "put their heads together" in response to each teacher's question based on the text; come up with their best answers, and make sure that everyone on the team knows the answer. One randomly selected student from those who raise their hands then responds to each question and the teacher checks with other students for agreement. Since students are given time to discuss possible answers prior to responding, it is more likely that everyone, including lower achieving students, will know the correct responses. Moreover, since groups cannot predict who will be called upon to respond, they are more likely to ensure that everyone knows the answer.

Based on that theory, it supposed that students should be able to comprehend the text easily. In fact, the students still have many problems and difficulties in improving their reading ability. The difficulties are related to the understanding of: (1) the general idea of the text; (2) main idea of each paragraph; (3) stated and implied information of the text. The phenomenon of the difficulties of reading has also been experienced by the English teachers of SMPN 4 Tambang. It is due to the fact that some of students in the seventh

grade of SMPN 4 Tambang still have low ability in comprehending the text. For that reason, the writer was interested to conduct the research entitled: *A Comparative Study of Student's Reading Comprehension Taught Using Think-Pair-Share Strategy and Numbered Heads Together Strategy at SMPN 4 Tambang.*

1.2 Statement of the Problem

The purpose of the research was to find out the comparison on students' reading comprehension using the TPS strategy and the NHT strategy. Based on the background, many problems were found in teaching and learning process. Reading is a very important skill and should be mastered by the students in learning English. By reading, students can get information and knowledge. They can use reading to learn and to get information and also for pleasure. The crucial problems that faced by students in reading comprehension are; some of the students still have problem to determine the general idea or statement or topic of the text, although the teacher have thought them how to identify main idea of each paragraph; but not all of them success to answer the question related to it. The students have difficulties to identify the generic structure of descriptive text, whether it is identification or description, and it is rather hard for them to conclude what is the moral value of the story that they read.

Mostly, the teacher uses the traditional setting or strategy in the classroom activities. The teacher just discussed the lesson in large group or in classroom setting without divide his students into pairs or group. Students have only a little chance to express their opinion because the teacher speaks all the time. They get knowledge just from the teacher's explanation. The students focus all attention upon the teacher and discourage communication among students. All that they have to do is just listen their teacher and make notes for useful information without explore the knowledge themselves. If this continuous, it will affect student's achievement, so teacher have to find a breakthrough in use of more innovative method, Think-Pair-Share and number Head Together are two of methods that applied by the teacher in SMPN 4 Tambang in order to help the student to comprehend the text.

As an important activity in the language classroom, reading is taught most compared to other language skills. In Junior High School National Examination, most English tests are in the form of readings. Even though reading is dominant in English classrooms, but in fact that the result of students' reading test is still unexpected. An obvious evidence of this can be observed from the result of the National Examination. Dealing with the reading texts, still, a great number of students fail to achieve the expected minimum score set by the National Education Department for the English subject.

Teachers' strategy in teaching reading is very essential to overcome those problems above, when teacher does not use appropriate strategy in

reading class, the information from the text will only comprehend by the teacher, and then he/she tell the students the comprehension result, students only receive what lecturers share, without analyzing or debating among them. When reading class always done by this kind activity, the student's comprehension will not improve, and it will be useless on students reading competence, because by comprehending the text a student reads to understand, to remember what is understood and put the understanding to interpret what has been read to others orally or in written form.

Dealing with the problems that stated before, the strategy to teach reading is the solution to solve that problem. The best method to overcome the problem is collaborative activities. As S. Williams, and T. S. Roberts stated in Azline (2010:19) Collaborative activities are democratic by nature, which makes group members more flexible and Collaborative activities are democratic by nature, which makes group members more flexible and eventually replaceable as a group and a learning which makes group members more flexible and eventually replaceable as a group and a learning community that shares knowledge and eventually community experiences. Community that shares knowledge. Therefore the innovative Think-Pair-Share and Number Head Together techniques must be systematically applied to improve students reading comprehension.

Based on pre preliminary research of the students' portfolio, the student's reading comprehension score are improve after the teacher   apply

some collaborative techniques in teaching reading. The researcher would like to compare the student's reading comprehension achievement after being taught by using TPS strategy and NHT strategy.

1.3 Limitation of Study

The scope of study will be the teaching strategies and their effect on students' achievement, and to get focused on three factors, i.e.: The Numbered Heads Together strategy, the Think-Pair-Share strategy, and students' ability in reading comprehension in descriptive text. This study limited the problem into three factors because it is supposed that teaching reading with the NHT and TPS strategies will improve students' ability in reading comprehension descriptive text.

The first problems of this research are; the strategy that teachers applied did not help the students much to comprehend the text given. The method which usually used by the teachers did not help the students much to comprehend the text. The second, most of the students' still had low ability in reading comprehension. In various aspects, the students' lack of vocabulary and grammar, lack of interest in the reading text, and lecturer gets difficulties in guiding and managing their class to get appropriate reading strategy. However, Anderson (1982, p.6) states that pay attention to the text during reading is very important since it can activate the reader's inquiry and help them to gain deep concentration.

The last, the students have low score in descriptive text. They did not get the ideas of the text which they had read. On the other side, the students comprehended by guessing and their feeling from a few words that they read. Consequently, they got misunderstanding to comprehend the text such as identifying main idea, the detail information, reference, inference, and understanding vocabularies. However, reading skills required are understanding main ideas and supporting ideas intended by the author, relating prior knowledge with those ideas, evaluating, and making inferences and flexible adjustment of strategies used to comprehend the reading text (Long & Richards, 1987).

The researcher was conducting the test based on to National Examination Graduation Competence Criteria (SKL) and Barrets' taxonomy in order to avoid the overlapping in analyzing it. The writer uses the mixing theories of both of them. Actually there are seven types of reading questions by UN, they are identify the general idea or statement or topic of the text; identify main idea of each paragraph; identify stated and implied information of the text; identify certain word reference; identify the meaning of the words; and moral value for Narrative text. Meanwhile, according to Barret's taxonomy in Cheryl & Marie 1999, there are five types of reading comprehension: literal comprehension, reorganization, inferential, evaluation, and appreciation. Yet, in this research the writer finds that there are 6 types of reading comprehensions questions used in English national examination of 2011 to 2015, they are: vocab

in context, inferential comprehension, function, literal comprehension, specific and evaluation.

Mostly the previous researchers studied the uses of TPS and NHT strategy to improve students' reading comprehension at senior high school and only few of them studied at junior high school skills in senior high school, and none of them studied at seventh grade, therefore in this study the researcher try to compare the reading comprehension between students who taught using TPS and students who taught using NHT strategy in junior high school where the teacher has implemented the TPS and NHT strategy to improve students' reading comprehension, which of the two strategies is more effective to improve students' reading comprehension at SMPN 4 Tambang.

1.4 Purpose and Objectives of the Study

The purpose of this research is to compare which strategy gives better result Think, Pair, and Share (TPS) Strategy or Numbered Heads Together (NHT) strategy on students reading comprehension of the seventh grade student. Based on the research questions above, the objective of the research is:

• To find out the significant difference of students' reading comprehension between group 1 taught using TPS strategy and group 2 taught using NHT strategy at SMPN 4 Tambang.

1.5 Research Question

Based on explanation above, there are four problems that investigated in this research. The formulation of the problem is specified in the form of question stated below:

- Is there any significant difference in reading comprehension between students who were taught using TPS strategy and those who were taught using NHT strategy of the seventh students at SMPN 4 Tambang?

1.6 Significances of the Study

This study focuses on the effects of Think, Pair and Share (TPS) strategy and Numbered Heads Together (NHT) strategy on the students' reading comprehension. This study also contributes to the collaborative and cognitive strategy that using in the classroom. It is hoped that the use of those strategies will increase the first level on comprehending text, especially descriptive text.

This study could have significance to the teaching learning process, especially improving reading comprehension through Think-Pair-Share Technique and Numbered Heads Together to the seventh grade students. There are two significances in this study: theoretical and practical significance, as the following:

Theoretically, the findings of the present study are expected to enhance the theory of teaching technique in English and support evidence to the existing

research findings which revealed the importance of having and experimenting different concerning teaching reading comprehension.

Practically, the result of this study is intended as valuable informative feedback to the English teacher, students and the school. For the teacher, the present research study is extended to be used as reference in planning a better technique in teaching reading comprehension. The teachers are expected to improve their teaching strategy to increase the students' reading comprehension by using Think-Pair share strategy. The findings of this study is expected to motivate the tenth grade students learn reading comprehension. It also will stimulate the students in remembering the meaning of the reading text. By findings of this think pair share and numbered heads together teaching strategy toward students' reading comprehension

1.7 Rational of the Study

Recently, the new policy on curriculum is intended to empower teachers to develop learning activities relevant to the learners' need, actual condition of the school, as well as the necessity to link it to the environment. That is mean the teacher has to be creative and innovative in designing his/ her own class. The teacher should be able to anticipate that differences in class room as far as they know their students well, and they are wise to choose the activity that can be used through process of teaching and learning.

Even if it is has been realized for all the teacher over the world that none is good strategy for teaching reading but it can be assumed that great teachers will find an appropriate strategy for his/her reading class, in order to improve their students' comprehension in reading a passage. As far as students are the centered of the learning, it is certain that the teaching learning outcome will accordance with the goal or objective of the learning. Because the new curriculum is learners' and competency oriented and implemented by paying attention to learners potential, development stage, needs, interest, and environment. So that, great teacher have to aware what his/her students' need.

Teaching strategy is the answer to solve that matter, the teacher have to find various activity in order to attract students to pay their attention to the lesson or to material at that time. The ways to expose students' interest are through collaborative learning or activities. Two of the strategies are using of think pair share and Numbered Heads Together strategies.

According to Duff and Maley (1990), the use of think pair share technique in the classroom offers the following advantages:

1. It offers a wide range of styles, vocabulary, etc.

2. It deals with matters that concern students and are related to their personal experiences.

3. It is open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.

Numbered Heads Together strategy has several advantages. First, it can improve students' academic achievement and be applied to almost all subject areas. According to Lai (in Yeh, 2004) cooperative learning strategies including NHT technique is helpful in fostering the four language skills, strengthening grammar and vocabulary power, and improving English competence. Second, it can increase students' engagement. Third, it decreases dominance from clever students so that students' equal participation will be apparent. Since students have to answer the questions, all students including the shy or weak ones should participate in reporting the answer. Fourth, it motivates students to learn.

NHT can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson. Fifth, it encourages peer tutoring from smart students who know the answer to other team members who do not. Having to tutor peers and receive peer-tutoring renders the exchange of information much more dynamic than rote memorization and individual textbook work (JALT presentation 2006 in Backwell, 2006). It is supported by Rosnaniin her research finding, it was indicated that H_a was accepted and H_o was rejected as hypothesized. Thus, cooperative learning using the NHT technique can improve the reading comprehension skills of middle school students.

In lined with previous research evidently prove the influences of Think-Pair-Share and Numbered Heads Together strategies toward students' reading comprehension, it is can be used as the rational reasons to compare influence of Think-Pair-Share strategy and Numbered Heads Together strategy on students' reading comprehension or to compare which strategy more effective to extend students' comprehension.

1.8 Definition of the Key Term

In order to avoid misunderstanding and confusion toward the terms used in this study, the operational definition of the key terms will be presented as follows:

a. Think-Pair Share Strategy

Think-Pair Share Strategy was developed by Frank Lyman. It is a cooperative learning strategy that includes three components; think, pair, and share. Think-Pair share is a relatively low-risk and short collaborative learning structure, and ideally suited for students who are new to collaborative learning.

Think Pair Share technique is defined as a technique of teaching reading comprehension which is introduced by Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are due at each of that stage. The first step is *Think*, give students several minute to read the descriptive text and

think about the question. Second step is *Pair*; the students then pair with partner and discus their idea about the answer for several minute. Third step is *Share*, after getting the answer; the students share their idea to the class. Generally, the students feel more comfortable when they share their ideas with a support from their partner.

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. (Slavin, 1995: 132) Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task. The Purpose of the TPS Strategy is providing "think time" increases quality of student responses. Students become actively involved in thinking about the concepts presented in the lesson.

b. **Numbered Heads Together**

Numbered Heads Together is one of the techniques or structures that were originally derived from Russ Frank. According to Richard and Renandya, 2002, the structure was then refined and named by Kagan back in 1992. As a cooperative learning technique, Numbered Heads Together is

designed to involve more students in reviewing materials covered in a lesson and in checking their understanding of a lesson's content (Arends, 2004). It is a simple technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and in any places in a lesson (Olsen & Kagan as quoted by Yeh, 2004).

According to Kagan: 2007 Cooperative Learning model Numbered Heads Together (NHT) indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning. The steps in implementing the type of Numbered Heads Together (NHT) is as follows 1) The numbering; 2) Submissing of Questions; 3) Thinking Together; 4) Providing Answers.

c. **Reading comprehension**

According to (Woolley, 2011), reading comprehension is the process of making meaning from text. The goal therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. To comprehend the text, the reader must use the background knowledge that they already read and then recall and interpret to the understand words or sentences.

d. **Descriptive text**

Descriptive text is a kind of genre text that contains describing about people, place or thing. According to Matthews (2010, p.94) descriptive text is "a way to explain about events in or states of the world". Schwegler (2010, p. 351) adds that descriptive text is "a text used to expose the details about places, people, qualities, emotions, moods, etc". So, descriptive text is a text that describes the details of events or something. Kane (2000: 352) stated that is description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.