

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the to communication in written form. There are many different reasons for reading and that we read in different ways for different purpose (Nuttall,1996:2) Reading is a process of readers combining information from a text and their own background knowledge to build meaning (Anderson,2008:2-3). Reading needs identification and also interpretation process which require the reader's knowledge about the language about a given topic.

In 2013 curriculum,English is defined as a tool to communicate in the form. of oral and written language, namely listening, speaking, reading and writing. Communicating is to understand and express information, thoughts, feelings, and develop science, technology, and culture.

Therefore, SMP 3 SUKOHARJO, English is taught four hours a week with the allocation of 45 minutes for each meeting. Based on the students' English classroom observation, the students in majority found that they were difficult to understand the text given by the teacher. It was presumably caused by their lacking of vocabulary mastery though they were anxious to understand the text, even to get the meaning of the text being read. This condition is caused by many factors such as they rarely read, they are lazy to open their dictionaries to find the meaning of words available in the text. These problems may affect their low abilities in understanding the text given.

The students lack of understanding on reading lesson is mainly caused by an inappropriate teaching method when the teacher attempts to explain reading materials. The teacher in SMP 3 SUKOHARJO only uses one method namely Direct Instruction Method. DI is a fast-paced method of teaching that provides very high level of interaction between students and their teacher. Instructional procedures are based on clear objectives, modeling, high response rate, reinforcement, error correction, criterion-referenced

performance, and practice to mastery (Westwood Peter, 2008:11). In this method, the activity is teacher-centered and the students have lack of opportunities to express their own idea in the class. They just become the followers and depend on the teacher during learning process. Usually, the teacher asks the students to read the text, asks the difficult words, and then asks the students to translate the text.

Cooperative learning is considered by many researchers to be “one of the greatest successful stories in history of educational research” (Slavin in Ehrman,1998:245). In cooperative learning, students are demanded to be active in the class, and they should not be passive learners because they are the center of teaching learning process. In this research, the writer focuses on Think Pair Share. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Barkley, et al., (2005:103) state that Think pair Share is think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. It is particularly useful for preparing students to participate more fully and effectively in whole class discussions.

In this research, researcher will use Think Pair Share Method compared with Direct Instruction Method. The purpose of this research is identifying the methods used and does describe how the methods are used by the teacher in teaching reading in order to make the students active, motivated in the topic, and developed the topic discussed. Researcher wants to know which one is more effective between Think Pair Share and Direct Instruction to teach reading for the eleventh grade students of SMP 3 SUKOHARJO.

Another factor that also determines the success of teaching reading is the students' motivation. Brown (Chaer, 2002:251) says that motivation is a short self support, emotion, or a want that lead somebody to do something. Yellon and Weistein in Burhan (2000:3) agree with Brown and say that motivation is a motive what causes somebody to do something in certain way. Asking somebody to do something means leading somebody to achieve the goal using certain way. Based on the above phenomena the writer intends to

investigate about THE EFFECT OF “THINK- PAIR- SHARE” METHOD ON STUDENTS’S READING ACHIEVEMENT VIEWED FROM THEIR MOTIVATION (AN EXPERIMENTAL STUDY AT SMP NEGERI 3 SUKOHARJO)

B. Identification of the Problem

Based on the background of the study, there are some problems that can be identified as follows :

1. Is “Think Pair Share” method more effective than Direct Instruction in teaching reading achievement?
2. Does the students’ motivation influence their reading achievement?
3. Is there an interaction between motivation and teaching method to teach reading?

C. Limitation of the Study

The writer is aware that all the above problems are impossible to answer because of the writers’ limited ability and the time allotment provided. Therefore, the problems of this study are limited to some related variables. In this case, the researcher only focuses on Think Pair Share

Furthermore, the students who will be chosen are the seventh grade of SMP 3 SUKOHARJO in the academic year of 2017/2018. Meanwhile, the motivation will be used as an attribute variable, because it is believed that students’ motivation is another factor that will influence the students in reading comprehension.

D. Statements of the Problem

Based on the limits of the study, the researcher determine are several problems in this study. The problems are stated as follows:

1. Is “Think Pair Share” method more effective than Direct Instruction to teach reading comprehension for the seventh grade students of SMP 3 SUKOHARJO?

2. Do the students having high motivation have better reading comprehension than those having low motivation for the seventh grade students of SMP 3 SUKOHARJO?
3. Is there an interaction between the teaching Method and students' motivation to teach reading comprehension for the seventh grade students of SMP 3 SUKOHARJO?

E. Objectives of the Study

Based on the construction of the problem statements above, this study is expected to show:

1. To find out whether "Think Pair Share" Method is more effective than Direct Instruction Method to teach reading achievement for the seventh grader students of SMP 3 SUKOHARJO in the academic year of 2017/2018
2. To find out whether the students who have high motivation have better reading achievement than those who have low motivation for the seventh grade of SMP 3 SUKOHARJO.
3. To find out whether there is an interaction between teaching methods and students' motivation on the students' reading achievement.

F. Benefit of the Study

The result of this research are expected to give benefits both theoretically and partially :

1. Theoretical benefit

The theoretical benefit of this research is meant to give knowledge of result of comparing between effect of think-pair share and method in teaching reading viewed from students' motivation.

2. Practical benefit
 - a. For the teachers

The result of this study can be used as a thinking framework of finding out another solution to solve students' problem in teaching reading.

b. Principal

This study give to students to find the most effective think-pair-share method to help them in improving their English skills and suitable with level of motivation

c. For the other researchers

The result of this study can be used as a thinking framework of finding out another solution to solve students' problem in comprehending the English texts when they are going to conduct the investigation.