**CHAPTER 1**

**INTRODUCTION**

* 1. **Background of Problem**

At this time English is one of the language that most people know. English language has been adapted as a compulsory subject at Indonesian school in every educational stage. As a foreign language learning in Indonesia, it is taught in every educational stage at school.

There are four skills needed to master when one learn a language. One of them is reading. One will get a lot of knowledge by reading. Reading is the best way to learn. Knowledge comes or derived from reading. When a student understands what he reads, he has already acquired some knowledge.

It means that by reading, we get the newest information, up-date our knowledge, and get to know about anything. Moreover, reading skill is also an important tool for students’ academic achievement. An achievement is a developing skill or knowledge process. The most common type of achievement is a standardized progress in developing of the measurable skills and knowledge learned in given grade level, usually through planned instructions. So, reading is a particularly important role in education. Reading comprehension is needed to be mastered by students, thus teachers need to develop and upgrade their knowledge and ability in teaching reading.

In education itself, especially in Indonesian education starting from Elementary School (SD) to High School (SMA), all students are required. Of that all students can understand the text perfectly and understand the content of the text. And from reading the students can achieve success due to increase knowledge but briefly it all does not have any process for reading comprehension.

Besides that, in the national final examination (UAN) for English most of the questions tested are reading text. It becomes a big problem for the students who do not like reading and do not know the content of the texts.

Wagner (2009: 107), “Comprehension is an essential component of lifelong learning. Individuals who experience difficulties reading and understanding information presented to them tend to suffer from problems in school, in the workplace, and in their communities”. So, the writer concludes that as reader should understand about vocabulary, making inferences, and linking key ideas. So, reading comprehension is the ability a reader to interpret or to give deep understands about what the author desire from the text have read.

Based on the writers’ experience, he conducted a research program (PPL). The teacher asked all students to read only after gives the students the vocabulary after it was assigned to do the questions that of the text book. This method is always performed by teachers and students often did not know what questions to ask or make comments or suggestions on these subjects. A lot of students who less ability reading because the teachers always teach the same way every time to teach students. They become lazy, less passionate to follow the lesson. Teachers only focus on the “reading” instead of directing students to “understanding”, and besides that teachers do not use strategies to students so that students so that student achievement increased and they are also passionate to follow the lesson.

Therefore, the purpose of reading cannot be caught by the students and they feel bored to do that. Many students failed in reading because they were not taught reading well. Most of teachers focus on teaching “reading” not “understanding”. However, the writer assumes that all kinds of the problems above can be decreased. One of the alternatives to solve the problems is teaching reading with an interesting strategy.

So, why do teachers need strategy? Because strategy is the ways of selected for deliver learning methods in a particular learning environment. In short strategy is the term that refers to a complex of thoughts, ideas, insights, experiences, goals, memories, that provide general guidance for specific action in pursuit of particular ends. If teacher can create an atmosphere that stimulates the students to learn, it will ease them to receive the material, so the goal of teaching will be achieved.

One of the strategies to learning which can be chosen in order to learn to be a nice thing was learning model think, pair and share. This strategy is designed to influence the pattern of interaction with family group of students to formulate answers to questions that have been asked of teachers. Students can develop the ability to express an idea or ideas with verbal words and compare it with the ideas of others and gain an understanding of the ideas tested it himself. Interactions that occur during learning can increase motivation and provide a stimulus to think that it is beneficial in the long term learning process.

That is why the writer wants to investigate their achievement in reading comprehension by using Think-Pair-Share (TPS) strategy. Therefore, by using the Think-Pair-Share (TPS) strategy, teachers are hoped to be able to improve students’ ability in comprehending narrative text.

Based on the problems above, the researcher wants to conduct a research by the **title “Improving the Students’ Ability in Reading Narrative Text by Using Think Pair Share (TPS) Strategy’’.**

* 1. **Identification of Problem**

Based on the background of study, there are many problems that could be identified as follow:

1. The teacher still uses conventional method or strategies in teaching reading
2. Students face difficulties in comprehending reading text especially narrative text
3. Students feel bored during the reading class
	1. **The Scope of Problem**

The study is focused on students’ reading comprehension on narrative text. There are three levels of comprehension, namely: literal, inferential and critical reading. But, in this case, this study is limited on literal and inferential. Because most of students find difficulties in doing reading comprehension in this level. So the solve of this problem can be applied *Think Pair Share strategy* to improving students’ reading comprehension.

* 1. **The Formulation of Problem**

 Based on the background above, the writer makes the formulation problem follows:

Do the students’ ability in reading comprehension of narrative text improved when they are taught by using Think Pair Share (TPS) strategy?

* 1. **The aim of Problem**

Based on the formulation of study, the aim of the study according to the writer:

To know whether the students’ ability in reading comprehension of narrative text to improved when they are taught by using Think Pair Share (TPS) strategy.

* 1. **The Significance of Research**

Finding of the research are expected to be very useful for:

1. Teachers who want to develop their ability in reading, especially reading comprehension of narrative text.
2. Students who want to develop their comprehension in especially reading comprehension of narrative text.
3. Readers who are interested and want to increase their knowledge.
4. Other writer, give them information about teaching strategy, especially Think-Pair-Strategy and references research in the same subject. So that, it makes them easier in their research.