

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes several things encouraging the researcher to conduct this research. The first is background that elaborates the phenomena and statements related to the reason in conducting this research. The second is formulation of the problems. The third is operational definitions that explain several terms related to the topic. The fourth is aims of the research that will be achieved, and the last is the uses of the research that are divided into three parts; theoretical, empirical, and practical use.

#### **A. Background**

Many students get difficulties in identifying and understanding English texts because of an inappropriate strategy implemented by their teacher. However, reading is considered as one of the most important English language skills that should be acquired by students since it can help them understand various kinds of texts when learning the language. It requires them to practice more to get the skill improved. It is supported that “the practice of reading in the target language (TL) is crucial for youngsters to learn, or to improve their second or additional languages” (Roy & Schafer, 2015). Therefore, it is necessary for the teacher to choose and implement appropriate learning strategy for the students in order to

help them understand what they read English texts during the learning process.

Think-Pair-Share (TPS) as one of cooperative learning models can be used for all grade levels and all content area subjects. It is a strategy used to assist learners to think more deeply, as well as to allow students the opportunity to practice in communicating their thoughts and ideas with peers and teachers. A study supports that the students' ability in reading improved after the implementation of TPS model, and it can be seen in the improvement of average score for each test (Sugiarto and Sumarsono, 2014, p. 206). Hence, the implementation of the strategy in the learning process and a further study investigating the impacts of its implementation are necessary to accomplish.

There are studies related to TPS strategy. The study conducted to improve students' English speaking ability by using the TPS strategy designed in CAR was documented (Usman, 2015, p. 37). It revealed that the TPS strategy was effective to be implemented to improve the students' speaking ability (p. 37). The study of Sugiarto & Sumarsono (2014) revealed that the TPS was successful to improve the students' ability in reading narrative. Furthermore, by applying the strategy, the teaching learning process will be more attractive, and the students can improve their knowledge. Considering the findings of the studies, the researcher of the current study attempts to conduct a further study which is different with the previous researches that have been discussed previously.

Hence, this study will try to investigate what benefit and drawback the TPS strategy on students in reading learning are.

## **B. Formulation of Problem**

Based on the background above, the problem is formulated into “What are the benefits and drawbacks of TPS strategy on students' English reading learning?”

## **C. Operational Definitions**

To focus on the materials and to avoid misunderstanding,

Students' reading activity : The series of activity done by the students to understand English text including bringing their background knowledge and experience, identifying important ideas, testing one's mastery of materials, developing effective study strategies, and allocating study time appropriately.

Think Pair Share : It is a strategy in which the students read English text given by a teacher, think about important information in the text, discuss it with their partner and finally share their understanding with others in a class.

**D. Aims of the Research**

The aim of the research is to know benefits and drawbacks of TPS strategy on students in reading learning.

**E. Uses of the Research**

This research hopefully can provide some uses, as follows;

**1. Theoretical use**

This research will provide additional information about reading activity and the benefits and drawbacks of TPS strategy on students in reading learning.

**2. Practical use**

This research will be practical information for the English teachers and educational practioners in using TPS strategy to teach reading

**3. Empirical use**

This research will give empirical insights for researchers about the procedure of conducting research, particularly regarding to the benefits and drawbacks of TPS strategy on students in reading learning.