

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the problem

English lessons are subjects that are included as compulsory subjects that have been set at the education level from elementary to college. In English lessons, there are four things that must be mastered by students, namely speaking, writing, listening and including reading. Reading is one of the activities that is very necessary and very important to understand a reading, because by reading students will get a lot of important information and may be needed later, one of the methods used to gain knowledge or information is by reading. Reading is a very useful and important skill for everyone.

Reading is very important for students because of that the inclusion of reading in the Indonesian language curriculum at the junior high to high school level. In fact, reading skills are also included in special subjects at the University, namely reading subjects. This reading lesson aims so that the reader can understand the meaning of a text, and the term for understanding a text is called reading comprehension. Reading comprehension is understanding what has been read and connecting the reading from the ideas they have understood (Mikulecky, B.S. Jeffries, 2007)

That is, a person must understand what he reads by including ideas that can support his statement about the text that he understands from the reading text, and the statement is indeed true.

In addition, Duffy also explained that Reading Comprehension is that from reading someone knows what the core message is a reading, if someone has read but does not know what the essence of the reading is, then it is the same as he does not read (Duffy, 2009)

The purpose of reading is to understand, Reading comprehension is a person's ability to understand a text and integrate the text with what is read. Some of the strategies used in understanding reading comprehension are; Active prior knowledge, Cultivate vocabulary, teach for comprehension, Increase reading rate, verify reading strategies, and Evaluate strategies.

The ability to understand reading requires intensive practice because reading skills require thinking activities. Everyone is different in reading activities and requires different combinations, meaning that there is no specific reading about the reading text to be read and how to read it (Grabe, 2009).

In junior high and high school reading lessons are taught through text, functional and monologue texts, there are many types of texts taught at these levels, including; letters, labels, descriptive texts, expositions, recount texts, procedures, and narrative texts.

Among the many texts taught in schools, there are some readings that are difficult for students to understand after reading them. One of the texts that are difficult for students to understand is about narrative text, because the author has directly asked several MTS students at Tarbiyah Islamiyah Hajoran about narrative texts, when I was doing my PPL and their ability to answer questions about narrative texts is still quite low. So that researchers are interested in finding ways to increase mastery of narrative texts, especially regarding reading comprehension of narratives.

As stated by Jufri, this happens due to several factors, including: (1) lack of knowledge about vocabulary, (2) the existence of lazy nature that hinders students in improving their reading skills, (3) difficulties in understanding words and difficulties regarding pronunciation, (4) and lack of motivation to read and lack of strategies in reading lessons (Sari Della Puspita & Jufri, 2018)

Narrative text is a text that tells the events sequentially from the beginning of the paragraph to the end and shows a series of relationships with each other. Narrative texts or stories are created to entertain readers based on experience through fiction and non-fiction stories (Anderson, 1997).

Narrative text is an essay that deals with something realistic, imaginary, and fictional stories (Barwick. J, 2006). That means that narrative text is a text in the form of a narrative, and someone's imagination. Narrative text is made based on language, type of structure, purpose which becomes a beautiful narrative text. There are many types of narrative texts, including; stories in the form of personal experiences, stories that are fantasy or miracles, legends, mystical, romantic, mysterious, adventure stories, fables and many more. As we know before teaching English there are several things that need to be considered by the teacher to deliver the lesson, one of which is learning techniques. Learning technique is a way used by teachers to implement a specific method. In other words, the learning technique is a steps that is achieved by the teacher in delivering a learning material during the learning process (Suprahatiningrum, 2016).

In learning reading comprehension, the methodology from the teacher can give a motivation and affect students performance and ability to enhance the students achievement (Dewi, 2021). There are many technique or methodology can used and one of them is TPS (Think Pair Share), one of them is TPS (Think Pair Share), where this technique consists of 3 steps, namely thinking about the material, then discussing the material in pairs and the results of the discussion are then told to all members class. As said by

Amin, that using the TPS technique is an effective technique in learning reading comprehension (Amin, 2020)

From this theory, the authors are interested in applying the TPS Technique to improve students' abilities at MTS Tarbiyah Islamiyah Hajoran, especially their understanding in narrative texts. This study aims to investigate

that students' reading comprehension of narrative texts can increase after using TPS technique. Thus, based on the problems that have been described previously, researchers are interested in conducting research on the effect of TPS technique to improve students' reading comprehension of narrative text at MTS Tarbiyah Islamiyah Hajoran with the title **"The Effect of TPS (Think-Pair-Share) Technique on Students' Reading Comprehension of Narrative text at MTS Tarbiyah Islamiyah Hajoran"**

### **1.2 Limitation of Problem**

The researcher limits the problem in this study regarding the effect of TPS Technique on students' reading comprehension of narrative texts.

### **1.3 Formulation of the problem**

Based on the limitations of the problems described above, the researchers found problems that would become research material, namely as follows:

Is there any significant effect of using TPS Technique on students' reading comprehension skills about narrative texts?

### **1.4 The Objectives of Research**

Based on the formulation of the problem above, the aims of the researcher in this study are: To describe that the effects of using TPS technique on students reading comprehension of narrative text.

### **1.5 Significances of Research**

This research is expected to be useful both theoretically and practically

#### **1. Theoretically**

This research is expected to be able to become a medium for applying various theories that have been studied, so that this research is useful in developing understanding and reasoning regarding Reading Comprehension of Narrative Texts.

#### **2. Practically**

Researcher hope this result of research is will be useful for some aspects, as the following;

### 1) The Students

This research is expected to be able to encourage students to continue reading, because reading is a fun activity in learning English

### 2) The Teachers

This research can inspire teachers to create even more interesting technique in the teaching and learning process

### 3) The other Students

This study can make students realize that by using TPS technique, they can improve students' reading comprehension of narrative texts, besides that it can be used as an evaluation or self-reference to improve their ability to teach reading skills, and can provide benefits for other students as a reference in doing next research

