CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of the problem, statement of problem, objective, and the significance of the study both theoretical significance and practical significance.

1.1 Background of Study

Reading is an activity that involves choice (Wigfield *et al.*, 2004). The students can choose their reading book. In fact, the students should read a lesson or textbook that supports the learning process. In schools, the reading text is read in the context of many other texts, both literal and visual (Coles & Hall, 2015). Therefore, it is important to identify ways to increase student's interest and involvement in reading activities (Mcgeown, 2015).

As proof, the results of a survey on people's interest in reading, PISA (2018) describes Indonesia in the 73 ranks out of 78 countries. Thus, Indonesian students in PISA 2000 to 2015 is lower than students in most countries. It means, the interest in reading for Indonesian students still low. Many factors influence students' interest to read (Meniado, 2016). Hidi (2001) says a person's interest due to visual stimuli, auditory stimuli, or a combination of visual stimuli and auditory stimuli. Furthermore, Prasetyono (2008) states that some factors cause a low interest in reading, such as the title and contents of the book that are not interesting. According to Guthrie *et al.* (2007), children's reading interest is limited to a particular book, author, or genre. It becomes a problem when students

cannot interest in reading. Therefore, a learning strategy is needed to help students.

Learning strategy plays important role in English teaching and learning processes. Besides style, motivation, and attitude, according to Hewit (2008), learning strategy affects a successful English teaching and learning process. Furthermore, Westwood (2008) explains reading, writing and spelling activities using strategies can solve students difficulties. It means, a good strategy increases the students' achievement in reading, writing, listening, and speaking. Moreover, a good teaching strategy makes students more focus on the learning process (Westwood, 2008). Also, successful teaching and learning process combines an appropriate environment and a good strategy, hence teachers must know how to teach and how to use the learning strategy.

Based on the preliminary observation on the seventh-grade students at SMP Laboratorium Undiksha Singaraja. The reading log shows such as (1) students do not interest in learning English, and 2) students do not read the text at home. A reading log is a student's diary book to monitor their reading at home. It contains books that should be read at home and students' parents should monitor their children. Based on the preliminary observation, some students do not focus on the lesson because did they not understand and interest in the reading text.

Besides that, the result score of online assignment in the reading of the first semester in the academic year 2020/2021, it obtained from English teacher document. It presents in Table 1.

Table 1. The average value score of the online student's assignment

No	Class	Index	Average Value
1.	Class VII-1	70	62, 5
2.	Class VII-2	70	67
3.	Class VII-3	70	62

Table 1 shows the result score of students lower than the criteria for completeness. Regarding the result score, the students need a teaching strategy and medium to build their interest learning English, especially in reading.

There are many strategies use in learning English, such as Corners, Experts, !? (read a text and mark), Quiz & Find, Showdown, Circles, Rally Robin, 30-sec Speech, Gallery Walk, and Think-Pair-Share (Kagan, 2017). The last strategy, which is well-known abbreviated as TPS.

TPS is a cooperative learning strategy design that gives students focus, time to build their ideas, and share them with the other students. Thinking time, sharing time with partners, and sharing time in a larger group, those are three steps in the Think Pair Share strategy (Bamiro, 2015). This learning activity provides opportunities for students to collaborate in pairs to solve problems that exist in the worksheet (Ulya *et al.*, 2017). It is used to increase student participation and provide opportunities for students to interact and learn with other students.

TPS strategy gives a positive effect on students' reading comprehension by giving the students more opportunities to interact with each other. According to Raba (2017), students are given enough time to think, they will feel comfortable expressing themselves. As a part of cooperative learning strategies, TPS gives a positive impact on students' achievement than competitive and

individualistic efforts (Hatzipanagos, 2014). In addition, teachers are given the opportunity to check students' understanding. In fact, it gives students the opportunity to think, listen, and share their ideas and those of their peers. Thus, Sugiarto (2014: 206) in his research, TPS makes teaching and learning reading narrative text in better condition. He shows the students' ability in reading narrative texts improve after the implementation of TPS. Meanwhile, Amelia (2016: 148) explains that the TPS strategy is effective for teaching reading and vocabulary. In conclusion, the TPS strategy has been proven effective for enhancing student's reading comprehension.

However, successful implementation of the TPS strategy needs better student engagement in learning English in order to make the teaching and learning process not only enjoyful but also meaningful. Thus, they need high order thinking skills and student's ability to work together or social skills as well as effective communication skills, meanwhile, the EFL students from non-native speaking English countries, particularly Indonesia, have commonly lack of those skills. Hence, they need a tool or a technology for supporting the implementation of the TPS strategy.

Nowadays, technology takes an important role to attract students' interest in the learning process. Teachers may use technology to support their English subjects. Nevertheless, they should pay attention to choosing the appropriate software or hardware to teach English. In this era, teachers enjoy accessing information using technology. Carolyn (2017) shows e-Learning is beneficial for student engagement and acceptance in the classroom as instructional games like Kahoot!. Kahoot! is an application or software uses to create quizzes with an

interface that can be used in learning English. According to Barus & Soedewo (2019), Kahoot! is a game to improve students' mastery of the material given in each session, it improves the competitiveness of students and their friends and increases interest and motivation in learning English. Furthermore, Martiarini *et al.* (2020) conduct the socialization of Kahoot!, in order to improve reading skills and vocabulary mastery for tutors at the English Corner. It means, Kahoot! an appropriate media in teaching and learning English. Also, it uses as a medium in teaching which engages students to answer a quiz through their gadgets. Hence, combining the TPS strategy and Kahoot! proposes logically that the combination can improve learning activities, especially learning engagement among students cooperatively to think together and to share the results of thinking leading to better effectiveness of the TPS strategy. An experimental research finds out the effectiveness of the TPS strategy and Kahoot! is an interesting study in order to help students learn English, particularly in reading class.

In this research, the researcher uses the Think Pair Share strategy. Thus, one of the tools or technology for supporting the learning process to build their interest in reading is Kahoot! application. Hence, SMP Laboratorium Undiksha Singaraja is an appropriate school for this research because preliminary observation shows the students need media to stimulate their learning process especially in reading and the students show less interest in reading. Conclusively, the Think Pair Share strategy combined with Kahoot appropriates through online classes as a support in the learning process.

1.2 Problem Identification

Based on the explanation from the background of the study, here is the problem identification of this research:

1) Students' choice in learning English, hence at school they should read books that support in learning.

2) Student's interest in learning English, especially in reading subject matter is still low, hence the students do not do their reading homework.

3) The use of learning strategy in English teaching and learning, does not yet work properly to improve students' activities or to make better learning engagement.

4) It is necessary to use technology to support cooperative strategy in English teaching and learning in order to make the use strategy, namely TPS strategy combined with Kahoot!, working properly.

5) There is also the lack of use of interesting media in teaching reading comprehension.

6) All the identified problems lead to low students' reading comprehension

1.3 Limitation of Study

This study focuses on the effect of the implementation of the Think Pair Share strategy in combination with Kahoot! is limited toward reading comprehension in teaching English reading in seventh-grade students at SMP Laboratorium Undiksha Singaraja academic year 2020/2021.

1.4 Statement of Problem

Based on the background of the study above, the problems of this study can be formulated as follows: is there any significant effect of the implementation of the Think Pair Share strategy combined with Kahoot! towards reading comprehension in teaching English reading at seventh grade in SMP Laboratorium Undiksha Singaraja?

1.5 Objective of Study

The objective of the study is to verify whether there is a significant effect of the implementation of the Think Pair Share strategy combined with Kahoot! towards reading comprehension in teaching English reading at SMP Laboratorium Undiksha Singaraja.

1.6 Significance of the Study

1.6.1 Theoretical Significance

The result of this study is expected to contribute to the development of computer technology-assisted cooperative learning strategy, especially the TPS strategy combined with Kahoot! for reading lessons in English subject through examining the effect of the combination towards reading comprehension.

1.6.2 Practical significance

a. The students of SMP Laboratorium Undiksha Singaraja

Through this study, it is expected to give a positive impact on the students' reading. The students can increase their concentration when they are reading in the classroom or outside the classroom and they have experience in reading by using Kahoot! application.

b. English teacher of SMP Laboratorium Undiksha Singaraja

The result of this study is also beneficial for the teacher in SMP Laboratorium Undiksha Singaraja. It helps the teacher to give a strategy based on students' needs. The teacher can use the Think Pair Share strategy wisely and Kahoot! as an application to help in the learning process.

c. Other Researcher

This study can be useful for researchers to conduct a similar study, they can use it as an empirical review. Also, the researchers can follow the steps that can be used for conducting a similar study.