CHAPTER I
INTRODUCTION

1.1   Background of Study

English is an international language and it is used all over the world. Nowadays, English becomes an important language. English is a language used widely for communication between people who do not share the same first or second language (Harmer, 2007:13). It means that English is considered as a global language which is spoken by many people all over the world either as the first or second language. Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak, read and write the language effectively for wherever and whenever this might be useful for them (Harmer, 2007:11).

Realizing the importance of English in order to communicate and express students' ideas effectively, they need to understand spoken and writing English. In this case, students have to master four basic skills of English: Listening, Speaking, Reading, and Writing. However, reading is the most difficult and complicated skill deals with vocabularies and reading text. It does not probably mean that the other skills are not important as reading (Harmer, 2007:265).

There are many reasons why getting students to read English text is an important part of the teacher's job. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and on their writing. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons (Harmer, 2007:99).

The exact choice of genres and topic may be determined by the specific purposes that students are studying for such as business, science or nursing. That students need to realize how to read for different purposes-including skimming,

scanning, reading for pleasure and reading for detailed comprehension. Discussion ways in which students can be encouraged to read extensively by providing libraries and time, letting students have choice and getting them to give feedback (Harmer, 2007:100).

The teacher may start by having them compare their answers in pairs and then ask for answer from the class in general or from pairs in particular. Students often appreciate giving paired answers, by sharing their knowledge, they are also sharing their responsibility for the answers (Harmer, 2001: 213).

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading arguably is the most essential skill for success in all educational contexts, remains a skill or paramount importance as we create assessment of general language ability (Brown: 2003: 185).

The implementing certain technique in teaching reading is becoming a problem in teaching and learning process. In general, reading is usually a frustrating skill that has to be mastered by students in learning English. It needs to be developed further. In teaching and learning process of reading, the teacher usually asks their students to read sentences as many as they can fine the topic that the teacher gave. This fact encourages the researcher to focus on helping the students how to read especially recount text. If teachers use some unique methods, media, or techniques in learning, it goes without saying that children will pay more attention in learning.

Recount text is to retell events for the purpose of informing or entertaining (Gerot & Wignell, 1994:194). Recount text is quite difficult to learn by the students especially for senior high school students. In teaching and learning process of English, not all the students like the method that used by the teacher. In fact, the same technique for a long period of teaching and learning process makes the students bored. That is why the teachers should need various method which is encouraged the students creativity. In addition, the teachers can use some tools to develop students' creativity in reading.

The writer choose *Think-Pair-Share* technique to help the students read effectively the recount text because of some purposes such as the students can try

new strategy to create an effective thinking the idea. *Think-Pair-Share* is particularly effective as a warm-up for whole class discussion. Think-Pair-Share is a technique introduced by Frank Lyman. This is a cooperative learning technique where students think about their response to a prompt or question, then discuss their individual answers in pairs (Barkley, Cross, and Major, 2014:104). As a result it will make the students more enthusiastic and motivated in learning reading.

Based on the statement above, the writer interested in conducting a research entitled "THE EFFECTIVENESS OF THINK-PAIR-SHARE TECHNIQUE IN TEACHING READING RECOUNT TEXT (A Quasi Experiment Study at Tenth Grade Students of MA Negeri 1 Jepara in Academic Year of 2017/2018)."

1.2   Problem Statements

Based on the research background, the problem statements can be formulated as follows:

How effective is the use of Think-Pair-Share technique in teaching reading recount text?

1.3   Research Objectives

Concerning with the problem mentioned above, the research objectives are:

To describe the effectiveness of the use of Think-Pair-Share technique in teaching reading recount text.

1.4   Significances of the Research

The researcher hopes that the result of the research can inform about the effectiveness of think pair share technique in teaching reading recount text. The researcher will know the students' understanding about how to find the idea in recount text. The researcher also hopes that the research will be beneficial for teacher and students. So that the problem in teaching learning process, especially in reading, it can be minimized. Teachers can use this technique in the classroom to make teaching-learning process more interesting. By conducting the research, the writer want the result will reveal the following:

1. **For the Teacher**

This research will help the teacher teach the reading. The teacher will be easy to teach recount text and know the simple way to apply it in the classroom. They also can use this technique in teaching English.

2. **For the Students**

The students can be effective and encourage them to actively participate in learning process. They also can find the idea in recount text easily by using think-pair-share technique. It can be new experience for them in learning English so that their reading achievement can be better than before.

3. **For the Researcher**

The researcher will understand more about the effectiveness of think-pair-share technique in teaching reading and the writer hopes this thesis can help her to be a good English teacher especially in teaching reading.