CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading is one of the most complicated tasks since it calls on cognitive talents, including the capacity to observe and communicate and read. Additionally, readers' motor skills play a role in reading comprehension as they work to understand the ideas or information the researcher is trying to communicate in the text (Aritonang et al., 2019). Reading is a means of communication for exchanging thoughts and information, making it one of the most crucial abilities since it is now a part of everyday life. A concentration on reading comprehension will be one part of reading. Based on reality, students often complain that it is difficult to understand and determine the meaning of the words in recount texts when they read them. Confirming this, an English instructor at a junior high school discovered that the issue is that kids just read the recount text without understanding what the words represent.

Students' reading ability may be developed by teaching them to grasp the reading content and having them read it. However, since English is a second language in Indonesia, many students need help understanding English-language content. When pupils are expected to read literature published in English, they usually need clarification on the foreign vocabulary or the complicated patterns in the text.

Recount texts are a genre that eighth students in junior high school have been introduced to. "Tell what occurred" again. It is the recounting of historical events with the intention of entertaining or enlightening. It could be someone's experience, previous existence, or the past of anything. The recount is a writing that recounts previous events, often in the sequence they occurred (Alderson & Anderson, 2003). The objective is to give the listener a sense of what occurred and when it happened. In other words, a recount text is a reading text that sequentially retells and offers information about a prior occurrence.

Recount text follows a standard format. The typical structure of a recount text begins with orientation; this section serves as the text's introduction since it explains who is engaged in the tale, what happened, where the event occurred, and when it did. The story's major incident occurs in the middle. This paragraph narrates everything that took place chronologically, from beginning to end. Finally, there is reorientation, including inferences drawn from the story's contents or the writer's viewpoint. This reorientation resembles the conclusion of a novel (Utami et al., 2012).

Based on preliminary observations made by researchers on February 1st, 2023 at MTS Tarbiyatul Islam Soko, that most students have not achieved good grades in English subjects. This can be seen from the score of student learning outcomes in English subjects which did not reach the target value set by the school, namely 75. The low score of students' reading ability indicates that there were weaknesses faced by students in learning reading comprehension. Students were also still not active in the ongoing discussion process. This was because the use of learning models that were less attractive in explaining material with conventional methods where students only listen to the teacher's explanation without involving students so that students feel bored quickly and learning was less effective. Students also do not have the opportunity to bring out the abilities they have.

The Think-Pair-Share cooperative learning model provides more opportunities for students to work alone or in collaboration with other friends (Winantara & Jayanta, 2017). This approach allows students to interact, share ideas with their groups, and work together to solve problems. In addition, students can also complete assignments or achieve the main goal of reading.

According to Elihami, this approach encourages students to look for solutions to a topic from an idea via a group (Elihami et al., 2019). Think-Pair-Share (T.P.S.) encourages students to share ideas via conversation before presenting the outcome of the discussion in front of the class, which may help students recall material better. Additionally, Think-Pair-Share (T.P.S.) may increase students' self-confidence and allow them to engage in class, increasing their desire to learn as much as possible.

As previously said, the researcher concludes that the Think-Pair-Share technique will allow students to develop their interpersonal skills. This Method's application starts by asking students to consider the solutions to a query or problem, after which they work in pairs to debate the findings. Finally, they are invited to present their solutions or ideas by elaborating on them in front of the class.

Based on the above understanding, the researcher hopes that using Think-pair-share to improve students' reading skills in recount texts can increase student activity and learning outcomes per the Criteria Minimum completeness (K.K.M.). Because in Think-Pair-Share, students must be actively responsible for the tasks given and interrelated with their group friends. So that is expected to form student learning activities in the learning process. Regarding the situation above, the researchers are interested in performing a research named The Effectiveness of Think-Pair-Share on Students' Reading Ability in Recount Text based on the research background discussed above.

1.2 Identification of Problem

The following could be listed as the research problems based on the background research of the research mentioned above:

1. In reading, students become passive learners.
2. It is difficult for students to comprehend the entire text because they feel unfamiliar with the vocabulary and think English is a foreign language.
3. It is difficult for students to understand the meaning of the text because students have difficulty with the structure used in the text.

1.3 Limitation of Problem

This investigation was focused on the effectiveness of think-pair-share on students' reading ability in recount texts in the eighth grade of M.T.S. Tarbiyatul Islam Soko in the academic year 2022-2023.

1.4 Problem of The Research

Based on the problems above, the researcher was formulated the research problem into several questions as follows:

1. Is Think-Pair-Share more effective than conventional methods in students' reading ability in recount texts at MTS Tarbiyatul Islam Soko?

2. Is there any significant effect of using the Think-Pair-Share Method compared to conventional methods on students' reading ability in recount texts at M.T.S. Tarbiyatul Islam Soko?

1.5 Objective of Research

Based on the formulation of the research above, the main objectives of this research are:

1. To find out whether using Think Pair Share is more effective than conventional methods in students' reading ability in recount texts at MTS Tarbiyatul Islam Soko.

2. To find the significant effect of using the Think-Pair-Share Method compared to conventional methods on students' reading ability in recount texts at M.T.S. Tarbiyatul Islam Soko.

1.6 Significance of Research

The result of the research was expected to give a contribution to the teaching and learning process in English especially reading, moreover contribution theoretically and practically as follows :

1. Theoretically

This research describes the effectiveness of think-pair-share on students' reading ability in recount texts. This research's results are expected to provide a deeper understanding of the think-pair-share technique and become a helpful and valuable reference to the following research.

2. Practical

a. For the English teacher

The researcher expects that this research can improve the teacher's ability to help students in teaching reading. Besides that, the researcher hopes to give input for teachers to apply the Think-Pair-Share method in their teaching reading. The

teacher can understand how to teach reading of recount text to the students, starting from preparing the material to teach, steps to use the Think-Pair-Share method, and lesson plan.

b. For the researcher

This research is a good reference and valuable for the English teacher. This research can give additional knowledge about the think-pair-share learning model to teach reading on recount text, including the effectiveness, information, strengths, weaknesses, and others.

c. For the students

Think, pair, and share learning models are expected to improve students' English reading skills. Given that in this era of globalization, students are expected to have sufficient ability to communicate well. In addition, students can understand English language material provided by educators.

1.7   Definition of Key terms

a. Reading

Reading is an activity to practice language skills which aims to understand the ideas, thoughts, and feelings contained in the text.

b. Recount Text

Recount text is a type of text that retells events or experiences that happened in the past with the aim of providing information or entertaining the reader.

c. Think Pair Share

Think Pair Share is a cooperative learning model that gives students time to think and respond. This method is divided into three basic steps, namely thinking, pairing and sharing.