

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the discussion on the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

### **1.1 Background of the Study**

Speaking is very important to conversation activities. Students must practice every day to be able to speak fluently. The purpose of teaching speaking is students' communicative abilities. The students are easier to use speaking skills. Speaking ability must be mastered by students. The problem caught the attention of the teachers and students are difficult to speak in front of class. How to teach speaking to students better, the teacher must make a strategy or method of discussion and students are interested in learning to speaking more fun. Nunan (2003) explains the completeness of language. This method a procedure must be done by the teacher in class. The methods needed to motivate students to learn and helping students understand about the material. This method is a bridge between the teacher and students in the learning process. The students are having difficulty learning English at school. That is one of the factors makes teachers and parents thinking how to make it easier for students to speaking.

Students of senior high school are taught English by using some texts. One of the texts is recount text. Recount text tells an event or experience that happened in the past, for example, like your vacation experience or your experience meeting your idol artist. The purpose of the Recount Text is to provide information or to entertain the reader. The recount text and also the recount text are included in the education curriculum so students who study English at school must complete it. In the curriculum, this text must be studied and students learn the recount text not only in reading skills, but also in speaking. When students learn about recount text, there are many problems because they can only read the recount text and only carry out activities to understand the text. When students speak, they cannot speak fluently because the students feel confused. In teaching speaking recount texts, there are many strategies teachers can use. One of the strategies is Think-Pair-Square-Share (TPSS) method.

Think-Pair-Square-Share (TPSS) is a related strategy with four steps; think about the problem, discuss pair up, communicate again in a box and share it to the whole class. Think-Pair-Square-Share is very helpful because of that discussion structure. TPSS is believed to be discussion strategies that bring students into cooperate with each other. (Nunan, 2003) says that pair work or group work activities can be used for increase the time needed by students talk during the lesson.

Think-Pair-Square-Share involves four cooperative structure steps. During the first step individuals think silently about the questions asked by the teacher/instructor. Paired individuals during the second step and exchange ideas in squared

for the third step. In step four, squares share their responses with other squares, another team, or the whole group. According to Kagan (1992) explained in TPSS after the problem was raised, students think for themselves about questions for a certain amount of time, then form a pair to discuss question with someone in class, usually team mates and a team discussion.

Based on the background above, the researcher conducts the research on TPSS strategy in teaching speaking recount text of senior high school. This research is important in senior high school because the strategy makes students more confident to speak in front of class.

### **1.2 Statements of the Problem**

Based on the background of the study presented earlier, the researcher formulates the following questions:

- 1.2.1 How is the implementation of Think-Pair-Square-Share(TPSS) strategy in teaching speaking Recount text of senior high school students?
- 1.2.2 How is the student's response of the student to the implementatuion in speaking recount by using TPSS strategy?

### **1.3 Objectives of the Study**

Based on statement of the problem, the objective of the study are:

- 1.3.1 To describe implementation of teaching speaking Recount text of senior high school students.
- 1.3.2 To describe the response of the implementation of teaching speaking Recount text of senior high school students.

## 1.4 Significances of the Study

The researcher expects that the study will be useful for:

### 1.4.1 For the Teachers

The result of this research can be used as reference in teaching English speaking

and also to help teachers to improve their ability to teach speaking

### 1.4.2 For the Students

The student more active to speak and they can be active to learn activity and they can learn about the new strategy in learning speaking

### 1.4.3 For the Researcher

The researcher hopes that it can be useful to make the text observation about this study better than before.

## 1.5 Scope and Limitation

Scope and limitation in this research focuses on recount text. The scope focuses in students of SEVEN Course And about the limitation is focuses on TPSS strategy to know about the respons from student and for further researcher.

## 1.6 Operational Definition

Definition the explanation about the key terms are given in order that the title easy to understand. There are many definitions of speaking according to experts.

1.6.1 Teaching is giving knowledge or instruct (someone) how to do something with an example or experience.

1.6.2 Speaking

Speaking is the ability to speak fluently and presupposes not only knowledge of the language 'on the spot'.

1.6.3 Recount text

is a kind of text that telling a story to entertain the readers or listeners.

1.6.4 TPSS

TPSS is one type of cooperative learning designed to influence student interaction in learning.

