

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss introductions that consist of background of the study, problem of the study, objective of the study, assumption of the study, significance of the study, variables of the study, scope and limitation, definition of the concept, hypothesis, and framework of the discussion.

A. Background of the study

Language is so built into the way people live that it has become an axiom of being human. Language is one of the ways that human can communicate with other people. It is the attribute that most clearly distinguishes our species from all others; it is what makes possible much of what we do, and perhaps even what we think.¹ Language can express feeling, thoughts and ideas to other people. Language is very important for our life. It cannot be denied that used language the people can understand what we mean. One of the most important languages which are often used as a tool of communication among countries in this world is English.

English is an international language, and a compulsory subject must be learnt by students in Indonesia. Learning English is becoming important thing for people to be more competitive in all aspects of life such as education, technology, social and culture. As an international language, English has gained the popularity all over of the

¹ Virginia P.Clark et all, *Language Introductory Readings*,NewYork:ST.Martin's Press,1981.

world including Indonesia. The Indonesian government has acknowledged the important of English, by putting into education English is becomes as one of the compulsory subject at many school in Indonesia. The national education department decides that Indonesian students must have the competence of understanding and expressing information ideas, feeling and developing science, technology, and culture in English.²

In the teaching English, there are four language skills that the students need to master. They are listening, reading, speaking and writing. Those skills have an important role to gain effective English. In the teaching and learning process, the fourth language skills are taught and developed, but reading skill is the most important skill that can support to mastery the other skill. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraphs that encode meaning. The readers use knowledge, skills, and strategies to determine what that meaning is.³

Reading is not only the simply form of written language. The students should know how to comprehend the content side of the reading text. Moreover, they should make great effort and train to understand the message that is given by author of the text. Based on the writer's experience in teaching practice, the students reading mastery is still unsatisfactory. They always get difficulties and they do not understand what the text is about. These phenomena might be caused by several problems. The

²Endangfauziati, *Teaching of English as a Foreign Language Surakarta: Muhammadiyah Press*,2002,p.169.

³<http://www.nclcr.org/essentials/reading/reindex.htm> accessed on October,24,2014

problems are affected by two main factors, internal and external factors. The first factor is the internal factor. This factor arises from the students. Students' vocabulary is not satisfactory yet. Students are not able to understand texts, they encounter words that have actually been taught or told to them, not to mention if they find new words and also.

The second one is the external factor. The causes are from outside. Such as the teacher tend to emphasize more on students' reading result, not on the learning process. Teachers usually do not pay attention to the learning process but the result of the learning. Teachers are more concerned with the scores students obtain rather than the process of making students understand. Sometimes, the technique which the teacher uses still conventional, it has disadvantages such as the method that can bring students out of boring, monotonous, individual class atmosphere and passive students because the teacher is dominant in the class and to be teacher centered. It means that the teacher should used good strategy or learning model in learning process.

In reading comprehension, students should have ability to understand the text well. So, English teacher had better to prepare their students should be Competent in reading. In the reading a text, the students usually find some difficulties when they are learning about text, because in the text sometime more difficult to understand about meaning, vocabulary, and what the text is. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on

reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension.⁴ For most of the students reading comprehension is more than a problem. When students are asked if they like to read in English most of them will probably answer no explaining that reading is such a boring activity for them or they do not like the type of texts they are provided. The biggest problem is that when students read a text they are so worried about understanding every single word that they do not get the general idea from the passage.⁵

Based on observation on 28 March 2015, the teacher said that the students in reading comprehension still have difficulties to comprehend what the text is about, lack of vocabulary, and the minimum achievement criteria or kriteria ketuntasan minimum(KKM) of the school is 70 that should be reached by students. The situation of the class when the students work individually, the students tend to be passive, because there is no interaction among the students in the learning process, such as sharing information, group work, and they are not accustomed to expressing their opinion. The class tends to be bored because the learning process is teacher-centered, which is the teacher more dominant in the class.

Considering the facts above, there is an urgent need to implement a technique that can help solve these problems. The appropriate teaching strategy, like cooperative learning strategies help the teacher solve the problems in the class

⁴Defining Comprehension,"*reading for understanding*",p.14

⁵*Guadalupe Vázquez Granados and Gustavo Hernández López, Ten suggestions for solving reading problems in English*,2008,Universidad de Quintana Roo – Departamento de Lenguaje Educación, p.15

because cooperative strategies employ student-centered activities rather than teacher-centered activities. It can guide and facilitate the learning process in order to enable the students learn and create a better atmosphere of learning. The strategy also may attract the students' attention toward comprehension of reading text and it can increase their motivation by actively involving in learning activities.

One of the strategies introduced in cooperative learning approach is Two Stay Two Stray which is developed from Kagan One Stay Two Stray. He proves that Two Stay Two Stray cooperative learning model is so effective in teaching reading comprehension that most students improve their ability in comprehending the reading text⁶

This research is importance, because this research would like to give information about the effect of Two Stay Two Stray technique if using in the class and it can give contribution to the teacher to consider use Two Stay Two Stray as teaching technique. Then, this research gives the information, what is this teaching technique can solve the problem in teaching reading comprehension.

It is supports by finding from August lewaherilla's thesis, the finding were presenting in the following section:

1. Improvement of the students' competence.

⁶Sukmayati, Applying two stay two stray strategy to improve students reading comprehension, [http://download, portal garuda.org/article](http://download.portal.garuda.org/article), accessed on 17-July-2015

Teaching by using Two Stay Two Stray technique makes the students' competence improved. The improvement could be observed by comparing the average score of the students viewed from the reading skill between pre-test and post-test

2. Two Stay Two Stray techniques is the technique fitted to classroom work group.

The situation for the classroom was inspiring while the Two stay Two Stray technique was applied. Two Stay Two Stray technique can also cheer up and brighten up the classroom and bring more variety and interest into language lesson such as giving students opportunity to answer question, making dialogue, summarizing, and dramatizing the material given.

Teaching reading through Two Stay Two Stray can stimulate students to responsible; the class became active and alive. Learning process was good enough. The students were active in group discussion. There were interactions among the students in their own group. The students enjoyed the new role in teaching learning process. There were interactions between teacher and students. The students were active in answering questions from the teacher and also active in asking questions when they did not understand about particular things. There was a good interaction

among students were active to start conversation by asking question related to the topic to the stray students.⁷

The writer is interested to conduct this research because the students still difficult to understand the text. To solve the problem the writer uses Two Stay Two Stray technique to know the effect before and after thought. *Two Stay-Two Stray* (TS-TS) is one of types of cooperative learning model. Difference to the other type of cooperative learning, the structure of *Two Stay-Two Stray* provides opportunities to submit work or information to the other groups. The sharing activities familiarize students to respect the each other opinions. Student can learn to express their opinions to others. Recognition of the other student opinion can enhance self-confidence and motivate the students to express their ideas or opinions. Students feel their existence are trusted and valued because each member has very important role and task in the implementation of inter-group opinion sharing. These interactive situations occur because the group cannot solve the task sharing opinions without the good cooperation between group members.⁸

Two Stay- Two stray technique will make the students more active in the class because they can express their opinion to their group, learning together, and face

⁷August Lewaherilla ,*Improving Students Reading Comprehension Through Two Stay Two Stray Technique (A Classroom Action Research to the Students of Class VIII of SMP YPPK Biak in the Academic Year 2010/2011)*, Thesis, 2011

⁸Dwi Sulisworo&fadiyasuryani, *The Effect Of Cooperative Learning, Motivation, and Information Technology to Achievement*, International Journal of Learning & Development, 2014,Vol-4, No.2.p.59

to face interaction also the teacher only to be facilitator not teacher centered. The writer hopes that this strategy can give effect on students' score of reading comprehension and using this strategy will make the students centered, the teacher only facilitator, enjoy and fun in the class.

Based on the phenomenon above, the writer want to conduct a research entitled” **THE EFFECT OF TWO STAY- TWO STRAY TECHNIQUE ON READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF MTS.ISLAMIYAH OF PALANGKARAYA IN ACADEMIC YEAR 2015/2016**”.

B. Problem of the study

Based on the background of the study, the problem is:

Is there the effect of Two Stay- Two Stray technique on reading comprehension of the eighth grade students of Mts. Islamiyah Palangkaraya?

C. Objective Of The Study

The objective of this study is to measure the effect of Two Stay- Two Stray technique on reading comprehension of the eighth grade students of Mts. Islamiyah Palangkaraya.

D. Assumption of the study

Assumption of the study is the Two Stay Two Stray technique gives effect on reading comprehension of the eighth grade students of MTs. Islamiyah Palangka Raya

E. Significances Of The Study

This study is significant for two reasons: theoretically and practically. Theoretically, the writer would like to find the effect of Two Stay- Two Stray technique on reading comprehension. Practically, the writer expects to give contribution to the teacher about the effect of Two Stay- Two Stray technique on reading comprehension, as the evidence that whether or not this technique can solve the problem in teaching reading comprehension.

F. Variables of the study

The presents study includes the following variables:

1. Independent variable

The independent variable (X) of this study is Two Stay- Two Stray technique that is used in reading comprehension in teaching descriptive text.

2. Dependent variable

The dependent variable (Y) of this study is the result of the students' score of reading comprehension who involved in this study.

G. Definition of key term

The terms bellow has the following definitions:

1. Two Stay Two Stray

According to Kagan in Purniati, Two stay two stray is a groups in cooperative learning and the groups would share with other groups using the stay and stray technique. After the groups had finished, two members would leave and each of a different group.⁹

2. Reading comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.¹⁰

H. Hypothesis of the Study

The hypothesis is divided into two categories: they are Alternative Hypothesis and Null Hypothesis.

⁹Purniati, *Improving Students' Reading Comprehension in Recount Text Through Two Stay Two Stray Technique*, (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014), *Thesis, 2014*.<http://perpus.iaian Salatiga.ac.id>. accessed on 2 April 2015.

¹⁰G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, Springer Science Business Media B.V. 2011, p. 15

1. Alternative Hypothesis (H_a) :

There is effect of using Two Stay- Two Stray technique on reading comprehension of the eighth grade students of Mts. Islamiyah Palangka raya.

2. Null Hypothesis (H_0):

There is no effect of using Two Stay- Two Stray technique on reading comprehension of the eighth grade students of Mts. IslamiyahPalangkaraya .

I. Scope and Limitation

The generalization of the result of the study is limited at the Mts.Islamiyah. It means that this study cannot be generalized to another school.

The cooperative learning is also limited which would use Two Stay- Two Stray since there were many type of cooperative learning.

In this study the writer chooses literal and inferential of comprehension. This level is suitable to the students in MTs or SMP level because literal and inferential level of comprehension need the student only attempt to answer the questions related to the text.

In addition, the writer only chooses descriptive text. It would be topic which will be taught to the class,because descriptive text exist in the syllabus which means can be teach in this semester and the students still difficult to understand descriptive text.

J. The Framework Discussion

The framework of the discussion of this study as follows:

- Chapter I : Introduction, that consisted of the background of the study, problem of the study, objective of the study, assumption of the study, significance of the study, variable of the study, definition of key terms, hypothesis, scope and limitation, framework discussions.
- Chapter II : Review of related literature consist of previous study, cooperative learning, advantages and disadvantages of cooperative learning, two stay two stray technique, advantages and disadvantages of two stay two stray technique, teaching procedures of two stay two stray, reading comprehension, level of reading, reading assessing, teaching reading, teaching of English at SMP level, text type, and descriptive text.
- Chapter III : Research methodology includes some points in this chapter such as approach and type of research, population and sample, data collection procedure, instrumentation of the study, instrument try out, instrument validity, instrument reliability, level of difficulty and data analysis procedures
- Chapter IV : Result of Study which covers description of the data, test of

normality and homogeneity, result of the data analysis and
discussion

Chapter V

Closing covers conclusion and suggestion.