

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is considered as one of the vital skills in English language learning that is taught from elementary schools to senior high schools. Reading also become one of the subject that have to be mastered by English students besides listening, 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.

According to Anderson in Nunan (2003:68) says reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is the process to get information from the text related with own background knowledge. In general the aim of teaching reading is to develop the students' ability to read the material, to get the information and to understand the text. It means that through reading, students are expected to be able to gather the information by using different kinds of reading skills depending on what purposes they are expecting to reach.

Moreover, reading is an essential skill and difficult subject for the students. One of the reasons is spelling, structures, and alphabets are not the same as their pronunciation. When the students are reading Indonesian text, they have mastered vocabulary and the structural system, but when they are reading English text, they are demanded to have adequate knowledge.

Reading comprehension is the process by which person understand the meaning of the written language. Comprehension is the process of simultaneously extracting and constructing the meaning through interaction and involvement with written language. Successfully comprehension involves the reader's discovering meaning needed to acheve the particular purpose. Thus, in reading comprehension, the students should be able to comprehend the meaning of short fuctional text and essays in the context daily life activities in order to access knowledge.

For English language learners, the students have to be able to comprehending the text. Based on the syllabus, curriculum 2013 in junior high school level, the students are also asked to be able to comprehend the texts, such as descriptive, recount, procedure, narrative and report text. The researcher focus on one of them that should be learned by the students is descriptive text. Although descriptive has been familiar taught at school, most of students still have difficult to comprehend it.

Descriptive text is a text describes the feature of someone, something, or place. Descriptive text consists of identification and description. Identification is the part of paragraph that introduces the character. Moreover description is the part of paragraph that describes the character. Descriptive text also is one of the functional texts which is difficult enough to be mastered by the students. In fact, having good ability to comprehend the text type is really needed for the students academic purpose and daily life.

Technique is a method of doing something that actually takes place in language teaching learning in the classroom. Technique is skill and ability which you develop through training and practice. There are part of technique especially about task. Task usually refers to a specialized form of technique or series of techniques closely allied with communicative curricula and as such must minimally have communicative goals. It focuses on the authentic use of language for meaningful communicative purpose beyond the language classroom.

Two Stay Two Stray is one of the cooperative learning technique was developed by Spencer Kagan in 1992. According to Lie (2002) defines that TSTS is working in groups consist of 4 students in order to manage and assist each other problem solving, share the knowledge and information that they have from the discussion to another group. Then encourage each other to gain the best achievement by staying to share and discuss and straying to explain the information.

Based on researcher teaching experience at SMPN 4 Siak Hulu, the researcher assumes that learning reading comprehension at this school still has problems that faced by the students. English subject was teaching at least 2 meetings a week, it was so limited times for students to learn English especially in reading section. This situation make the students cannot reach the curriculum target of English minimum score. It was caused by several factors, students get difficulties to find the main idea, identify the characteristics of the text, low in motivation and unsuitable technique.

To overcome the problems above the researcher need to find out the suitable strategy, technique, approach, etc. One of the technique that can be applied in teaching reading is Two Stay Two Stray (TSTS) technique. TSTS will help the students to express their ideas to comprehend the detail information of the text by their discussion. Also it allow the students to be more interested.

Furthermore, this techniques emphasizing the process of interactive dialogue. It means that in learning, student should interact with another student by working together, interact more, and changing idea to others. In addition, students have to work in group in order to answer a task which can increase students' comprehension about the lesson.

Moreover, from this cooperative and participative discussion, young learners will be able to feel that thinking is fun and enjoy than only memorizing. TSTS technique could help the teacher to solve the problem of reading in the classroom because it could implement student-centered activities rather than teacher-centered activities. Also it can guide and facilitate the learning process in order to create a better atmosphere for students learning. So, this technique will help teacher in teaching materials especially genre text and tenses.

There are many researces which have done the study about Two Stay Two Stray technique. They are conducting their research successfully and affects good result for the students in learning. Moreover, the difference between this research and the other research is the researcher trying to increase students' achievement and motivation in reading comprehension by using TSTS technique in order to get the information and the purpose of teaching reading process by doing in group.

Based on the background above, the researcher is interested in conducting the entitled **“THE EFFECT OF TWO STAY TWO STRAY (TSTS) TECHNIQUE TOWARDS STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT OF THE SECOND YEAR STUDENTS AT SMPN 4 SIAK HULU”**.

1.2 Setting of the Problem

Based on the background above, the researcher found the problems in learning English. Teaching English in the classroom, there are so many problems faced by the students especially in reading comprehension.

The first is the students are less known about reference in reading comprehension. In the other words, the students mostly limited of knowledge of grammar because they are not mastered in grammar. It can be seen that most of students find the unfamiliar words they did not know the meaning of the word in the text. The students often ask the teacher to translate the text into Bahasa Indonesia, it causes the students are confused and feel lazy to search the difficult words in the dictionary or asks the teacher. As a result, this situation become the big problem for the teacher in teaching English and reason why the students lose their interest in reading.

The second is the students get difficult to determine the main idea, finding the specific information, reference, identify the characteristic of descriptive text such as the generic structure, language features, and social function. It becomes common problem that faced by the students when they reading various kinds of

text. Most of the students still confused even though the teacher already taught them about where the main idea take place and the characteristic of text before.

The third is the students have low in motivation when they read the text that given by the teacher. As commonly known, most of the students get bored in English subject because English was still a foreign language Indonesia and the students did not accustomed to use English in their daily life so that it was difficult for the students to get attention in English especially for reading the text well.

Last, teaching reading without any suitable strategy do not help much enough in improving the students' reading comprehension. In fact, the teacher's strategy did not give a good learning process in students' achievement especially in reading process.

1.3 Limitation of the Problem

Based on setting of the problems above, the researcher limited this research to the apply TSTS (Two Stay Two Stray) reading technique and focused on descriptive text in reading component of finding the main idea, identifying specific information, finding the reference and identification rhetorical (identification and description).

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as following: Is there any significant effect of using Two Stay Two Stray (TSTS) technique towards reading comprehension in descriptive text of the second year students at SMPN 4 Siak Hulu?

1.5 Objectives of the Research

The general objective of the research is to find out whether there is significant effect of using Two Stay Two Stray (TSTS) technique in teaching reading comprehension of descriptive text of the second year students at SMP N 4 Siak Hulu.

1.6 Needs of the Research

The result of this research, the researcher expect to give contribution for teachers, students and next researchers as follows:

1. For Students
 - a. To make the students and teachers familiar with this technique.
 - b. To develop the students' reading comprehension in reading descriptive text.
 - c. Can help the students to be active and to be able participate in learning process thus increasing the achievement in learning English.
2. For Teachers

To contribute useful information for the teacher in findings way to help the student in developing their ability in reading by using TSTS technique effectively and actively.
3. For Researcher
 - a. To know the effectiveness of TSTS technique in teching reading of descriptive text.
 - b. To add the researcher's knowledge and experience in teaching reading comprehension.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following items:

1. **The Effect** is a change or event that is produced by an action or cause, result of something (Hornby, 1995:488). It means that TSTS technique influence the students' reading comprehension skill.
2. **Reading Comprehension** is the result of reading. Reading comprehension means understanding what has been read (Longman 1987). In this research, reading comprehension means the students' understanding in reading descriptive text.
3. **Two Stay Two Stray (TSTS)** is developed by Spencer Kagan (1992:63). This technique can be applied for every subject at any level of the students. TSTS allows the group members to share and inform the other group members about the result of their group discussion. The students work in a team or group that each group consist of four students. They are allowed to ask and argue with their friends that brings their life social life by having interaction with other instead of working individually (Lie; 2002:60). In other words, by applying TSTS technique there will be an interaction and two ways communication between students instead of just listening the teacher explanation. The students can ask or even argue and share their opinion within the group members.
4. **Descriptive Text** is a kind of text with purpose to give the information. The context of this text is kind the description of particular thing, animal or

others, for instance: our pets or a person we know well. It differs from report text which describes things, animals, person, or others in general. In this research, descriptive text is one of the genre of texts that used in English teaching learning process.

