# CHAPTER I

# INTRODUCTION

This chapter presents background of study, statement of problems, purposes of study, significance of study, scope of limitation, and definition of key terms.

## A. Background of the Study

Nowadays, people know that language is very important for human. It is being as media to communication and to express their life, for example in social communication, it used to communicate with other people, and in education it is used to develop our education world.

In Indonesia, English as the first foreign language taught in education world from play group or kindergarten until university level. It is why the people must learn about English because, it becomes one of some subjects that which to pass in the final examination at elementary school until senior high school level.

English is taught integrated within the four skills, they are writing, speaking, listening, and reading. Not only four skills in English Language but also have components such as vocabulary, structure, pronunciation, and grammar. Reading mastery is very important in learning English because reading comprehension helps the learner to get more knowledge. If the learners have mastered this skill, they will be able to read so that not only they can easy to understand but also they have more knowledge what they have read then they are poor in reading.

Depending on their age, pre-knowledge and reading aims different readers come to view and understand the same text differently. Reading offers more than access to new information that can be quantitatively added to what they know already; it can also lead to a qualitative restructuring and re-evaluation of what they know. If they are prepared to imaginatively follow the invitation of a writer to see things from his or her point of view that may add new qualities to their experience of the world. This is why reading does not only widen the horizon but can also change it and enrich our ability to understand the people and world around them.

Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read. Good readers become so fluent and automatic at strategic comprehension processing that you rarely "see" the work they are doing. Strategic processing—a necessity for efficient and effective comprehension—involves using strategies to understand text, knowing when to use the various strategies, actively thinking about and monitoring what is read, understanding text structure, and engaging in meaningful discussions about text (Chard, 2008: 1)

Based on the preliminary study done by the researcher at the eighth grade of SMPN 1 JETIS, the researcher found some problems. The students' reading comprehension was very low. They just read the text but they didn't understand and catch the meaning of the text that they have and the students often stopped

reading when they found that the reading texts were hard to understand. It is because the students usually are bored while they are reading. They are also lack of vocabularies, more over the student's motivation are also less, so the students lack in mastering reading comprehension.

According the problem above, the teacher should find a suitable method in teaching reading. One of method that can be implemented in teaching reading is Two Stay Two Stray method. It is a learning model which provides an opportunity for groups to share results and information with other groups. This is done by visiting each other or visit between groups to share information.

Model study co-operative type of Two Stay Two Stray (TS-TS) developed by Spencer Kagan on 1990. This method can be used in all subjects and for all educative participant age level. Two stay two stray method is a group learning systems with the aim that students can work together, be responsible to help each other to solve the problems and pushing each other to excel and to train students to socialize with either (Huda, 2013: 207)

For those, the researcher is interested in improving students' ability in comprehending descriptive text by using Two Stay Two Stray method at the eighth grade students of SMP N 1 JETIS PONOROGO in 2013/2014 academic year.

**B. Statements of Problem**

Based on the description in the background of study, the researcher formulates the statements of problem as follow:

1. Does Two Stay Two Stray improve students' ability in comprehending descriptive text at the eighth grade students of SMP N 1 Jetis Ponorogo in 2013/2014 academic year?

2. How to improve students' ability in comprehending descriptive text by using Two Stay Two Stray method at the eighth grade students of SMP N 1 Jetis Ponorogo in 2013/2014 academic year ?

**C. Purposes of The Study**

Based on the problem formulation above, the purpose of the research is as follow:

1. To know whether Two Stay Two Stray method improve students' ability in comprehending descriptive text at the eighth grade students of SMP N 1 JETIS PONOROGO in 2013/2014 academic year

2. To know the improvement of students' ability in comprehending descriptive text by using Two Stay Two Stray method at the eighth grade students of SMP N 1 JETIS PONOROGO in 2013/2014 academic year.

**D. Scope and Limitation of the Study**

In this research, it is impossible to handle all of the problems. Therefore, the research limits the problem on this research as follows:

1. The study is focused in teaching reading by using TSTS (Two Stay Two Stray) method to improve students' reading comprehension especially in descriptive text.

2. This study is conducted at the eighth grade students of SMP N 1 Jetis Ponorogo in 2013/2014 Academic year.

**E. Significant of The Study**

This study will be useful for:

1. Students, this strategy is able to increase the students' interest in studying English especially in reading.

2. English Teacher, this method help the teacher to improve students' reading skill and it will give contribution to successful teaching learning English.

3. The Researcher, to add knowledge, gives experience to the researcher and to understand one of learning methods whenever it may be practiced on education program.

4. Institution, it is becomes a source of consideration for the official institutional policy as effort to produce better outcomes, especially in improving students' reading comprehension.

**F. Definition of Key Terms**

Reading comprehension : is, in its most obvious sense, the ability to understand information in a text. (Grabe and Stoller, 2002: 17).

Descriptive text : is a text that draws or tell about something in detail. The purpose of descriptive text to descript specific thing or an object (Marsudiono, 2011: 75)

Two stay two stray methods : is a group learning systems with the aim that students can work together, be responsible to help each other to solve the problems and pushing each other to excel and to train students to socialize with either (Huda, 2013: 207)