

CHAPTER I

INTRODUCTION

1.1 The Background of Study

One of the abilities that must be mastered in learning a language is reading. Reading is a vital element of our language learning process. Several tasks are included in reading to help us understand written expressions. Reading can supply us with a variety of knowledge, expertise, and even solutions to problems. According to Grabe (2008) it's crucial to understand that reading is a difficult skill to perfect. Reading has become a critical skill for students who are learning English as a foreign language in a school setting. If students wish to expand their knowledge, they must read. Students learn essential information from reading. The information that students have read has the potential to expand their perspectives. As a result, it is critical for students to broaden their knowledge base in order to better prepare for the learning process (n, 2016).

Furthermore, reading is a key component of the English curriculum, and students must be able to grasp both functional text and simple essays, such as recount or descriptive writing. In order to master the skill of reading comprehension, it refers to a student's ability to comprehend a specific reading text (Lestari, 2013). Reading has become an important and necessary aspect of the teaching and learning process for children, as their academic performance is dependent in large part on their ability to read. Students that have a strong capacity to comprehend a text will find it easier to extract information from the

text. It is the process of mixing textual information with information brought to a text by the reader.

On the other hand, reading is considered contact between the reader and the text. So far, reading is still less attractive to students and it has not shown satisfactory results. Based on the results of observations at SMPN 1 Babadan, the students in the eighth grade have poor reading comprehension skills. There are several factors that cause the students' lack of ability in reading comprehension. One of the factors is the students themselves, because students have limited vocabulary and students do not use appropriate learning techniques in reading activities. Strategies are qualities that distinguish one individual from another. Each student has a unique set of learning strategies, and the vast majority of students employ indirect and direct strategies to tackle challenges (Indriastuti, 2017). Therefore, students are still confused and have difficulties in reading comprehension. At the end, they do not understand what they have read about the text.

The second factor is the teaching technique used by the teacher, which determines the learning materials and methods acceptable for students (Maghfiroh, 2016). In daily learning teachers still often encounter problems such as difficulty understanding material to students with conventional teaching learning methods, so students cannot participate actively during the learning process. The teacher still applies the conventional method, where the teacher only conveys the material with the lecture method without involving students. In this case, we can also refer to the conventional as a teacher center. Thus the

learning objectives have not been achieved independently because the teacher is still the main role in the learning process.

Cooperative learning is one of the different learning approaches that may be used to teach reading. Cooperative learning is not a new method of learning. Cooperative learning is a type of instruction in which students cooperate in small groups to enhance their comprehension of a subject through various instructional activities. Students are able to discuss and share material-related *knowledge with* their classmates (Alrayah, 2018).

There are variations of cooperative learning techniques that can be used in classroom activities. There are several learning techniques that teachers can use, one of which is the Two Stay Two Stray Technique (TS-TS) technique. Two Stay Two Stray Technique (TS-TS) is adapted from Kagan (Lie, 2004), this technique will make students more involved in the learning process since they will learn more through the process of constructing and creating, working in groups, and sharing knowledge. This is particularly effective because it may be utilized in many subjects and all levels of learners.

One of the materials discussed in high school is recount text. A recount text is a text that informs others about an event that occurred in the past by speaking, writing, or reciting a story about it (Knap & Watkins, 2005). Realizing the key ideas contained in the text, determining the meaning of each vocabulary, understanding the generic structure and factual information, as well as social functions, are all challenges students face when studying recount texts. In this study, the researcher used the classroom action research method. Classroom

Action Research is research conducted in the classroom by using an action to improve the quality of the teaching and learning process to obtain better results than before.

Based on the background of the research above, the researcher wants to carry out research in the eighth grade D with the title *"Improving Recount Text Reading Comprehension Using Two Stay Two Stray Techniques at SMPN 1 Babadan In The Academic Year 2021/ 2022"*. This research was conducted to improve the reading comprehension of eighth grade D students, especially the recount text material.

1.2 Statement of the problem

Based on the background of the problem above, it is formulated the following problems:

1. How was the two-stay two stray technique implemented to improve students' reading comprehension of recount texts at SMPN 1 Babadan?
2. What aspects of reading learning can be improved?

1.3 Purpose of the Study

Based on the research question above, the objective of the study are:

1. To explain how the two stay two stray technique are improving reading comprehension of recount text at SMPN 1 Babadan.
2. Identify what aspects of learning to read recount texts can be improved.

1.4 Importance of The Study

The research is expected to give significant contributions, they are:

1. Theoretical

This study may provide useful information and contribute to the teaching and learning process. It is expected to be useful information for improving teaching English in recount text reading comprehension.

2. Practical

a. Students, the results of this study are expected to increase the independence and interest in learning of students in the eighth grade English subject at SMPN 1 Babadan.

b. Teachers, the results of this study serve as reference materials for teachers in developing student's independence and interest in learning English especially in eighth grade at SMPN 1 Babadan.

c. Schools, the results of this study are expected to add references to learning methods in improving the quality of education in eighth grade English subjects at SMPN 1 Babadan with the Two Stay Two Stray technique.

d. The results of this study are expected to add scientific insight, as well as useful thoughts, especially for researchers in scientific insights.

1.5 Scope and Limitation

The scope of this research is focused on Two Stay Two Stray Cooperative Learning Techniques for reading comprehension. To make the

research deeper, it will be limited in D class of eight-grade students at SMP Negeri 1 Babadan.

1.6 Definition of Key Terms

Two stay two stray technique: Two Stay Two Stray Technique (TS-TS) is adapted from Spencer Kagan. The TSTS structure is one type of cooperative learning group technique which provides opportunities to share results and information to other groups (Sulisworo and Suryani, 2014).

Reading comprehension: Reading is the basis on which the individual's intellectual abilities are developed. The reader should be able to recognize, evaluate, and correlate the contextual meaning in order to comprehend the reading. (Ismail et al., 2017).

Recount Text: A recount is a piece of writing that recounts past events in the order in which they occurred. Recount has a social role of informing or entertaining others by retelling events. Recount text is written out to form a report about an experience of a series of related events, according to Knapp (Knap & Watkins, 2005).