CHAPTER I
INTRODUCTION

A. Background of Study

There are 4 skills in English that have to be mastered by learners in learning English. Reading is one of the main four skills in order to ensure success in learning English. Reading is a process of readers combining information from a text and their own background knowledge to find meaning. The meaning of text from readers depends on their own background knowledge. Actually, the goal of reading is comprehend a text. According to Grabe (2002) expressed about the nature of reading comprehension, reading is remarkably complex, involving many processing skill that are coordinated in very efficient combination. Because we also read for different purpose, there are many ways to read a text, further complicating any definition.[1] So, reading is an affective basic skill to improve or open other knowledge especially to learn English. The student often thought to be easier to obtain information from written text by reading.

The government determines English as a compulsory object, which is taught in junior and senior high school to meet the needs of students. The basic competency of reading skill mentioned in KTSP of SMP for eighth grade is to comprehend

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[1] William Grabe and Fedricka L. Stoller, *Teaching and Researching Reading*, (Great Britain: Pearson Education, 2002), p. 4

transactional discourse and dialogue leading to interpersonal meaning or oral monologue in the form of descriptive, narrative, recount and report.

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience.[2] It is a series of events and evaluates their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Now the center of learning is not only on the teacher but also on the students. Teacher must be a good facilitator and motivator in order to students' mastery English. Teacher also help and solve students' problems in order to students can understand English easily and they should interest in English much. Teacher has to encourage the student to practice English and to communicate it with the others.

Teaching reading for junior high school students must be differed from children in elementary school because of their different characteristics of psychological background. In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous,

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[2] Rachmat Wahidi, *Genre of the text*, (Umbrella Corporation, 2008), p. 4

and the students are not active so it makes the learners get bored. One of the ways to make the teaching reading effective is making the students active, so they enjoy learning and they can improve their reading skill.

A cooperative learning method is believed as being able to give chance for students to be involved in discussion, has courage and critical thinking and is willing to take responsibility of his/her own learning. Although it considers as an active role of students as more important, it does not mean that teacher in the classroom is not participating. In learning process, teacher has roles as designer, facilitator and guide in the learning process.

Basically, cooperative learning correspondents to Islam teaching which is stated in Qur'an surah Al-Maidah verse 2.

وَتَعَاوَنُواْ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُواْ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ .... ۞ ....

Help you one another in righteousness and piety, but help you not one another in sin and rancor.[3]

The verse takes from the last part of Al-Maidah verse 2, Allah said that people must help with others in righteousness and piety. People do not help with others in sin and rancor. Allah also commanded about we have to obedient to Allah in order to avoid from his torture.[4] It shows that cooperation is very suggested in

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[3] A. Yusuf Ali, *The Holy Qur'an: Text, Translation and Commentary*, (USA: Amana Corp, 1983), p. 239

[4] Lajnah, *Al Qur'an Depatemen Agama RI* (Semarang: PT. Citra Efhar, 1993), p. 385

goodness, this point is English language learning. In cooperative learning, there is mutual relationship among students which enable them to reach the goal of teaching learning.

The creative teacher has several techniques, he will select the most effective and efficient method to teach. Teacher has to select an appropriate method should be used with the material. English teacher can use several methods (such as jigsaw, group investigation, two-stay two-stray etc.) in teaching learning activity to improve students' understanding and interesting a material. The teacher can use different method to make learning activity enjoyable, interesting and understandable. The method to learning English, especially in reading skill recount text, model of cooperative learning method is two-stay two-stray developed by Spencer Kagan in 1992. This method supports students to improve their understanding and easy to comprehending some texts. Not only easy to comprehend a text, but also some students can interact and share their information to others directly. This is one of the different or innovation ways to teach. According to Miftahul Huda (2011) Two-Stay Two-Stray is a technique that developed by Spencer Kagan (1992). This method can apply for all of material or lesson and use for all level of learners, be useful share information to other groups.[5] This method work with way of visit other groups and share the information.

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[5] Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2011), p. 141

In this study, the researcher wants to try to test the effectiveness of using two-stay two-stray method in order to teach students' reading skill in recount text at eight grade of MTs Nurul Huda Banyuputih in the academic year of 2015/2016. The researcher also wants to find the different achievement between before and after being taught by using two-stay two-stray technique. The researcher suggests that students have to acquire theoretical English material such as recount text.

B. Reason for Choosing Topic

In this research, the writer chooses *Two-stay two-stray* technique in the topic because:

1. Two-stay two-stray is the interesting technique for students to be active in learning English process.
2. Two-stay two-stray gives opportunity to students interact with other friends.
3. Two-stay two-stray can create the class atmosphere like discussion and share the information to comprehend others.
4. Two-stay two-stray can improve responsibility of students in teaching learning process.

C. Question of Research

This study aims to answer the following question: how is the effectiveness of using two-stay two-stray method to teach students' reading skill in recount text at eight grade of MTs Nurul Huda Banyuputih Batang in the academic year of 2015/2016?

D. Objective of Study

Based on the problem formulation above, the objective of research is to find out the effectiveness of using two-stay two-stray method to teach students' reading skill in recount text at eight grade of MTs Nurul Huda Banyuputih Batang in the academic year of 2015/2016.

E. Scope of the Research

This research is conducted in order to know the effectiveness of using two-stay two-stray to improve students' achievement in reading recount text. The topic focused on students' reading ability which is taught in first semester in the academic year 2015/2016. The text is recount text. The subject of the research is class VIII students of MTs Nurul Huda Banyuputih in the academic year 2015/2016.

F. Pedagogical Significance

The result of the study is expected to able to give the following benefits for:

1. English Teacher

The teacher will find a new effective teaching learning process by using two-stay two-stray technique for students especially in reading recount text.

2. Students

Students will be easy to understand material in learning process and they increase cooperative skill to others.

3. The researcher

  The researcher can use this method to improve his skill in teaching or learning process especially reading a text.

4. The reader

  By reading this research, reader would develop their knowledge and get many experiences.