CHAPTER I

INTRODUCTION

This chapter offers the background of the study,research problems, objective of the study, scope and limitations, hypothesis, and definition of key terms.

A. Background of the Study

In teaching and learning of English in junior high school level in general education institutions, the most important skills that students need is readin. One of the skills that English language learners need to have is reading. According to Hasibuan (2023), teachers wish their students to learn English for basic survival and communication, such reading newspapers and guides. Routine duties like reading newspapers and guides require communication. This implies that students work hard to understand every aspect of their English language abilities, especially in reading.

Reading is one of the ability that students have, especially at the junior high school level. Researchers found several factors regarding the causes of low reading comprehension in students in the classroom, as for these factors are the first strategy used by monotone teachers resulting in students getting bored when learning. Second, the teacher has dominance over the way the learning process is organized in the classroom or called teacher center which causes students to be passive when learning. third, students have low reading motivation: therefore students often cheat when in class. fourth, there are still

many students in the class who find out difficult when determining the structute of reading text, the main idea, and the purpose of text.

There are many important components of reading. Especially for English learners, readers, and even researchers. Without phonetics, fluency, and comprehension, reading is impossible. Vicky Layne (2011) suggests that there is five essential elements, including phonemic awareness, phonetics, fluency, comprehension, and vocabulary should be covered in classroom reading education.

Spencer Kagan (1990) developed The Two Stay Two Stray method as a cooperative learning. This cooperative learning method includes group responsibility and group recognition for individual members learning as part of its learning activities. Because the activities of the students are given priority, grouping will be able to teach students to maintain their attention during the learning process. As a result, these cooperative learning approach gives groups the chance to share information outcomes with other groups by having two members of one group stay and two members of another group attend. In conclusion, that the TSTS method gives groups the chance to share knowledge outcomes with other groups by having two members of one group stay and two members of another group come. Each group works together to ensure that the problem-solving procedure is carried out correctly in order to obtain the intended result.

Some previous studies related with this research come from (Haryati 2021) In her titled "Two Stay Two Stray Strategy on the Students' Reading Comprehension: The Effectiveness and the students' perception ," discovered that in her research find out positively effect on learning process by using

TSTS method. In another example from M. Syarfi (2019) which concentrated on two stay two stray strategy to students' reading comprehension especially in teaching reading recount text. He found that the method works well for improving the students' reading comprehension and give a motivating the students in the classroom to be active. Several studies related to this research is from (Rasdiana et al., 2019; Asdar, A 2021), the two stay two stray (TSTS) strategy can be used to teach reading comprehension for the students and can help them to understand what they are reading better. In another previous study related to this research Titi Mulya and Yetti Zainil (2020) entitled using TSTS technique in junior high school lessons for reading comprehension, have results that the strategy is usefull to reading comprehension. And another example from Mazida (2022) with the title " the effectiveness of TSTS technique on students' speaking skill at SMPN 3 Ngronggot Nganjuk, the method gives better effect on the school, the method is more successful on speaking ability of the students'. Meanwhile the similarities between previous researchers and this research are that both research effectiveness of two stay two stray method on students' reading comprehension, while the difference is that this research is only focus on narrative text.

From some previous studies above, the researcher conclude that two stay two stray is an effective strategy to use to support students in active learning because when they works in group it help students to improve their interpersonal skills, relationships with classmates, personal responsibility, face-to-face communication, and group work processes. Students get experience in collecting information when they are in different groups

through the use of this strategy during the process of learning. In this activities, students are asked to communicate their thoughts with other students before going back to their groups to tell them what they learnt from the other groups.

Based on the observation of the research that the problems that often occur at MTs Al-Amien are classes that are less conducive to the learning process, many students are less interested in participating in English lesson. Because many students still cannot understand the meaning and even do not understand the words or sentences read in English. Therefore that their reading comprehension in English is still lacking and their vocabulary is very limited. The methods used are monotonous and make the students felt bored. Therefore, using cooperative learning method when teaching reading is essential. A lot of variance from cooperative learning which can use, one of these is two stay stray, which the author will use for this research. Related to these problems, the researcher would like to carry out a research with the title of "The effectiveness of Two Stay Two Stray method on teaching reading comprehension at Mts Al-Amien".

B. Research Problem

Based on background of the study above, the researcher purpose questions "Is Two Stay Two Stray effective on 8th grade students reading comprehension of MTs Al-Amien ? ".

C. Objective of the Study

Based on the research problem above, the researcher decides the objective of the study : to investigate whether Two Stay Two Stray is effective on reading comprehension of 8th grade students ?

D. Significant of the Study

This study aims to provide insights into foreign language acuquisition, particullary for reading comprehension,thus it is hoped that the research can be usefull for following parties :

  a. For the student

Hopefully, this research will benefit students, especially those learning a foreign language. This research explains the extent to which students' reading comprehension contributes to their success as writers. As a result, students will think about how important these factors are to their success.

  b. For the teacher

Additionally, English teachers will benefit from this research. They will realize the uses of the Two Stay Two Stray method as a strategy to improve the reading comprehension. The teacher can used the results of this study as a tool to assist them in teaching reading by using these method.

  c. For the further researcher

Hopefully, our research will be helpful to future researchers who wish to pursue a similar topic. The researcher might conduct the investigation in a wider field of research or variable by using it as a reference.

E. Scope and Limitation

The limititation of this study is the Effectiveness of two stay two stray on EFL Classroom Students' Reading Comprehension, especially for narrative text. The researcher will conduct the study at eight grade of MTs Al–Amien.

F. Hypothesis

The following of hyphotesis of the study :

1) Ha   : There is significant different in reading comprehension between students who are taught using Two Stay Two Stray method and Lecturing method of 8th grade students.

2) H0   : There is no significant different in reading comprehension between students who are taught using Two Stay Two Stray method and Lecturing method of 8th grade students.

G. Definition of Key Terms

1. Two Stay Two Stray

Kagan (1990) introduced the Two Stay Two Stray (TSTS) cooperative learning approach, which incorporates elements such as team recognition and individual responsibility in learning activities. The activities of the students are given priority, grouping will be able to teach students to maintain their attention during the learning process. According to Silalahi and Sary (2020) the Two Stay Two Stray strategy is a cooperative learning approach where students work in groups and have the chance to share with other groups. Using interactive instruction, group projects, and knowledge sharing, this approach helps students learn more. According to Lie (2004: 61-62), as it can be applied to a variety of subject

areas and ages of students. This learning approach is often also referred to as "Two Stay Two Stray". Using this method students divide up into four- to six person in small groups. After that, they are instructed to have a conversation with their friends about the topic of the lesson. After that, they have to spend some time with members of other groups so that they can discuss together. Together with the members of other groups, the results of the group work are discussed again.

2. Reading Comprehension

According to Klingner (2007: 8) Reading comprehension is a complex and varied process that involves text-specific elements (interest in the text and understanding of the text type) and reader-specific factors (prior knowledge and use of methods) in interaction with the text. One of the most crucial skills that are needed when teaching and learning English at the junior high school level in a public school is reading. Reading is a skill that students of the English language need to learn. Khoiriyah in Aida (2019: 16) explains The capacity to comprehend and analyze what we have read is known as reading comprehension. Moreover, reading comprehension is a cognitive process that helps readers in understanding concepts, understand them based on prior knowledge, and evaluate them in the context of their own goals and needs.