

CHAPTER I

INTRODUCTION

This chapter provides an overview of the research topic that has been determined. The introduction contains the background of study, question of study, objective of study, hypotheses of study, significance of study, scope and limitation of study, and definition of key terms.

A. Background of The Study

One of the abilities that students need to have in order to facilitate learning and comprehension of a text is reading. Reading is the gateway to knowledge, and those who are proficient in it can learn a great deal about anything (Isnaniah, 2019). Students need to be proficient in four key areas of learning: speaking, writing, listening, and reading. The four abilities work together to help one learn more and in a wider context. Reading comprehension is the ability to comprehend the information being delivered in a text in addition to just reading its content. Students must be able to draw conclusions from reading texts, comprehend the author's motivation for writing them, be familiar with the concepts offered, and be able to apply those concepts to real-world scenarios in order to comprehend reading texts (Mursid, 2022).

The goal of teaching reading is to help children become professional readers by imparting knowledge from teachers to them through certain techniques or approaches. According to Ikhsan (2017) Teaching reading involves giving students information about the meaning of the text in order to assist them in learning to read a few words or sentences. While teaching reading comprehension is a challenging task, it focuses more on helping students grasp written texts in order to uncover specific information, develop their critical thinking skills, and gain a deeper

understanding of the text. The management of the reading comprehension teaching process is largely the responsibility of the teacher. In order to promote reading comprehension and spark students' enthusiasm in reading, teachers should help their learning by developing innovative teaching methods and useful resources.

Low student motivation in learning activities to comprehend reading recount texts is one of the challenges and issues that students frequently encounter when reading. There are a number of factors that contribute to students' poor reading proficiency, including low desire and interest in reading materials, which makes them apathetic, lethargic, and inert in the classroom (Sabrina et al., 2020). Students frequently experience learning boredom and struggle to understand written materials, including locating information within them, figuring out the author's intentions, and grasping other precise details. This can happen due to several things, including students not being interested in the material being taught and the strategies used by teachers being too monotonous so students get bored easily.

Apart from that, students will get bored more quickly when given texts that are too long and difficult to understand. Therefore, teachers are expected to be able to find methods that are interesting and appropriate to students' needs. There are many strategies or learning methods in teaching students reading skills that can be applied by teachers by adjusting the needs and abilities of the students being taught. Learning strategies or methods in teaching reading include the Skimming method, Scanning, Discovery Learning, Collaborative Strategic Reading, Re-tell story, Story Mapping, Think-Pair-Share, Two Stay Two Stray, etc.

With the help of group discussions and information exchange, students can participate more actively in class by using the reading learning approach Two Stay

Two Stay. A cooperative learning approach called Two Stay Two Stay gives each group the opportunity to communicate with other groups, share ideas, and get experience in expressing their own perspectives (Isnaniah, 2019). In the Two Stay Two Stay technique students will be divided into groups of 4 students, then they will discuss a reading, after completing the discussion 2 people from the group will visit other groups to exchange information about the reading discussed while the other 2 people remain in the group to provide information to other groups who come to their group. When finished, students will be directed to return to their groups and re-adjust the information they obtained with the results of their discussion. As a result, the Two Stay Two Stay technique makes students more active in reading, looking for information in reading and also increasing the vocabulary they master indirectly.

There are some previous studies related with my topic that was held by previous researchers. First, First, the study conducted by Annas et al. (2018) focuses on the Two Stay Two Stay method for enhancing the motivation and speaking abilities of young learners. Furthermore, the study's findings demonstrate how the Two Stay Two Stay (TS-TS) strategy might improve young learners' speaking skills. The second study, conducted by D. F. Sari et al. (2019), focused on the Two Stay Two Stay tactic as a means of enhancing EFL students' reading proficiency. According to this study, reading skills improved more for students who were taught the Two Stay Two Stay technique. Additionally, because the Two Stay Two Stay technique helps improve teacher-student connections, this study discovered that students responded favorably to it. The effectiveness of Two Stay Two Stay in enhancing students' critical thinking abilities in natural science when compared to

the Problem Based Learning approach is the subject of Apriakanti et al. (2020). As a result, students using the TSTS and those using the PBL learning approach exhibit significantly different critical thinking skills. The Two Stay Two Stray method has been shown to help students become more adequate at applying critical thinking to natural science courses.

After conducting a Pre-survey at MTs Negeri 6 Kediri, researchers found several things related to English language learning including students often find it difficult to understand the material individually, students lack interest in learning materials, especially in reading, besides that students also often have difficulty in understanding a text. with the existence of several problems that exist in the school, researchers chose the school as the object of research.

Based on researchers' descriptions and initial observation. So, the researcher conducted a study titled **“The Effectiveness of Using Two Stay Two Stray Method to Improve Students' Reading Comprehension of MTs Negeri 6 Kediri”**.

B. Question of The Study

It is very important to make question from the problem to make it clear and easy to understand. So, the researcher makes the problem into question:

“Is there any significant difference on reading comprehension between the students who are taught by using Two Stay Two Stray (TSTS) method and those who are taught by using Think Pair Share?”

C. Objective of Study

The purpose of this research is to find out the significant difference on reading comprehension between the students who are taught by using Two Stay Two Stray method and those who are taught using Think-Pair-Share.

D. Hypotheses of The Study

The researcher hypothesis is:

Ha: There is significant difference between the students who are taught using Two Stay Two Stray and those who are taught using Think-Pair-Share in reading comprehension recount text.

Ho: There is no significant difference between students who are taught using Two Stay Two Stray and those who are taught using Think-Pair-Share in reading comprehension recount text.

E. Significance of The Study

This section briefly explains the significance of the research to those who will benefit from the proposed research:

For Teacher

Teachers can select the best teaching and learning strategy with the help of this research. and after that, teachers can use the study's findings as input to ascertain how the selected teaching strategy affects students' ability to read recount texts comprehension.

For Students

To find out the effect of Two Stay Two Stray method on students' ability to read recount text, so that the student can understand the content.

For Researcher

This will be very useful for the researcher because it can increase the knowledge of the researcher about the strategies or method that can improve reading comprehension skill, broaden the researcher experience in exploring Two Stay Two Stray method, and know the benefit and the effect of the method on student understanding especially on recount text.

F. Scope and Limitation of The Study

There are some techniques that can use to help students in understanding text in English language learning in some skills such us: listening, speaking, reading, and writing. This study only focuses on Two Stay Two Stray method to improve students' reading comprehension. The participants involved in this research were class VIII students at MTs Negeri 6 Kediri.

G. Definition of Key Terms

1. Two Stay Two Stray

TSTS encourages students to work in groups, manage and support each other in solving problems, share knowledge and information learned from discussions in other groups, by means of two "*stay*" and two "*stray*" to explain information and get information from other groups.

2. Think-Pair-Share

Think-Pair-Share is a cooperative learning model designed to influence patterns of student interaction. Think-Pair-Share is a technique that encourages and enables individual thinking (*Think*), collaboration (*Pair*), and presentation (*Share*) in the same activity.

3. Reading Comprehension

Reading comprehension is very important for students to be able to read more deeply and find new information from reading activities. Reading comprehension is an ability understand text, which includes not only reading it but also having a clear understanding of its core idea, organization, and purpose.

4. Recount Text

Recount Text is a type of text that retells an event or incident that happened in the past. Recount text can be both fictional and non-fictional. Usually, recount texts are created to provide information or to entertain readers. Recount text has three general structures, namely orientation, events, and re-orientation. At first glance, this structure is almost the same as narrative but the difference is, in the events section of the recount text there is no problem or conflict that occurs.