

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the introduction of the paper which includes background of the study, research question, the objectives of the study, scope of the study, significances of the study, definition of key terms, and the organization of the research paper.

A. Background of the Research

English is an International language that used in all countries of the world. This language is very important in many aspects of life, especially in education. Indonesia is one of many countries where English becomes a foreign language. English is placed in all levels of school in Indonesia. Moreover, English is used in many kinds of crucial test such as at secondary level in National Examination and at tertiary level such as in Universities' Enrollment. Thus, the role of English in Indonesia's education is very important.

In English, there are 4 (four) language skills, namely listening, speaking, reading and writing. The students must master those four language skills so they can use English effectively. In this study, the researcher tries to investigate one of language skills that is reading. Mikulecky & Jeffries (2004: 240) stated that the teaching of English in Indonesia is focused on reading skill. In other words, reading is one important way to improve students' English general language skills in Indonesian schools, one of those on junior high school levels.

According to Hastowadi (2016), reading is one of four skills in mastery a language which must be comprehended in details, word by word and sentence by sentence, reading is a constant process of guessing, and what to one brings to the text is often more important than what finds in it. Moreover, Grellet (1986) said that there are two kinds of reason in reading, they are reading for pleasure and reading for information. Therefore, reading always deal with texts as the media to get any information which could pleasuring students on learning, one of those is recount text. According to Anderson (2003), a recount text is a piece of text that retell past events, usually in the order in which they occurred. Thus, recount text is a text that telling about something which happened in the past to other people either by speaker or writer or retelling past experience to other about an information of what and when it occurred.

However, in learning reading students had several problems. It was found on the research that was conducted by Bosra (2017). Despite the problem can be caused by several factors such as motivation, interest, intelligence, or learning materials, but the teaching strategy is still major reason why the problems in reading are still happened. Bosra (2017) found some factors that affected students' reading comprehension related to strategies used in the classroom. The first, the monotony of teaching strategies caused the students are bored when teaching learning process. The second, teacher's rule is teacher dominated classroom structures, which means the students are passive while teaching learning process. The third, the students have low motivation to read. The fourth, students still have difficulties in some important aspects in reading, such as finding main idea, deciding general

structures of the text, knowing the purpose of the text or specific language features of the text.

Realizing the facts above, it is necessary for teacher to foster reading on their students. The teacher should use appropriate methods and appropriate strategies which should be interesting to attract students' attention in reading. However, teaching reading to students is not as easy as it seems because it needs many supporting aspects such as the background of the language, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understanding the written text and also the students' habit of reading. In carrying out all those, a teacher must be able to discover the most appropriate methods that can be used to improve students' reading comprehension.

The discussion about the importance of the approaches and strategies that uses on teaching-learning process above, in this study the researcher tries to use one of approaches in order to develop teaching reading recount text that is cooperative learning. According to Isjoni (2011: 15) in cooperative learning methods, students work together in four or more small number teams to master the materials initially presented by the teacher. The cooperative learning was developed to achieve three important learning goals. The three objectives include; academic learning outcomes, acceptance of diversity, development of social skills (Arend, 2007) cited in (Ibrahim *et al*, 2000: 9). These three learning objectives, can be explained that in cooperative learning, social skills can be developed and also affect to the good learning outcomes.

Cooperative learning has several learning model, namely: jigsaw, think-pair-share, number head together, group investigation, two-stay two-stray, make a match, listening team, inside outside circle,

bamboo dancing, point counter point, the power of two, and many more (Suprijono, 2010: 74). Thus, in this study the writer as a prospective English teacher tries to investigate the development of teaching reading recount text using cooperative learning assisted with two-stay two-stray (TSTS) learning model.

Two Stay Two Stray (TSTS) technique was found by Kagan. This technique will bring students to active in learning process, because students will learn more though process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believed as being able to give chance to students to be involved in discussion. It also encourages critical thinking and is willing to take responsibility of their own learning by enhancing of their reading comprehension. Therefore, the researcher assumes that Two Stay Two Stray technique is very compatible to help students are involved in active learning because this strategy allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group. In learning process, this technique also can give students experience in gathering information they get from the other groups to their own groups. Hopefully, this study can help students or even teacher to solve their problems in teaching-learning process on reading recount text especially on English subjects.

B. Research Questions

1. How is the implementation of reading recount text teaching materials that were used in eight grade students of junior high school?

2. How are the development plans of reading recount text teaching materials using cooperative learning approach with two stay two stray as learning model?
3. How is the reading recount text teaching materials feasibility using cooperative learning approach with two stay two stray as learning model?

C. Objectives of the Research

1. To describe the implementation of reading recount text teaching materials that were used in eight grade students of junior high school.
2. To describe the development plans of reading recount text teaching materials using cooperative learning approach with two stay two stray as learning model.
3. To describe the reading recount text teaching materials feasibility using cooperative learning approach with two stay two stray as learning model.

D. Scope of the Research

The focus on this study are getting information about reading recount text teaching materials that was used by a teacher who teaching eight grade students, and also getting information from two previous studies that related with this study. After getting information needed, the researcher designing the development plans reading recount text teaching materials by using cooperative learning assisted with two-stay two-stray (TSTS) learning model. Then, it will be tested for the feasibility of teaching materials development by experts' judgments through feasibility test which consists of (a) material or content; (b)

presentation of material; (c) the suitability of the material with the characteristics of students; (d) legibility; and (e) language.

E. Significances of the Research

There are some significances of the research for pedagogically, theoretically and practically, namely:

1. Pedagogically

The result of this research can be used as new insight about interactive learning model for teacher in developing language teaching, especially for teaching reading with using cooperative learning assisted with two-stay two-stray (TSTS) learning model.

2. Theoretically

This study has the significance to know whether the use of cooperative learning assisted with TSTS learning model could develop students' reading abilities. The method and learning model which is used in the research process can be used as the reference for the teacher to teach English in the classroom.

3. Practically

a) For Student

To motivate students that learning English is fun and can encourage students to more excited on learn English with a group. And to help students to develop their reading abilities.

b) For Teacher

As one of learning strategy that can be used on teaching reading either reading recount text.

c) For Other Researcher

It can develop the knowledge about learning strategy or model in teaching and give many experiences with conducting the study. Also this study can be used as a guide for conducted the study which use cooperative learning approach that assisted with TSTS learning model.

F. Definiton of the Key Terms

1) Teaching Reading

Mikulecky (2004: 240) stated that the teaching of English in Indonesia is focused on reading skill. According to Hastowadi (2015), reading is one of four skills in mastery a language which must be comprehended in details, word by word and sentence by sentence, reading is a constant process of guessing, and what to one brings to the text is often more important that what finds in it.

2) Recount Text

According to Anderson (2003), a recount text is a piece of text that retell past events, usually in the order in which they occurred. Thus, recount text is a text that telling about something which happened in the past to other people either by speaker or writer or retelling past experience to other about an information of what and when it occurred.

3) Cooperative Learning Approach

Cooperative learning approach is a learning approach with small group discussion of students and builds conducive learning conditions.

4) Two Stay Two Stray (TSTS) Learning Model

Two Stay Two Stray (TSTS) technique is one of learning model on Cooperative Learning Approach that found by Kagan. This technique will bring students to active in learning process, because students will

learn more though process constructing and creating working in group and sharing knowledge.

G. Organization of The Research

The paper is organized into five chapters as follows:

Chapter 1: Introduction

This chapter contains: the background of the study, research question, objective of the study, scope of the research, significances of the research, and definition of key terms.

Chapter II: Literature Review

This chapter contains: underlying theories which serve a basic for investigating the problem of the study and previous study.

Chapter III: Research Methodology

This chapter provides: methodology of the study, population and sample, instrument, research procedure and data analysis.

Chapter IV: Result and Discussion

This chapter contains: the result and discussion of the data analysis.

Chapter V: Conclusion and Suggestion

This chapter contains: interpretation of the result, the conclusion and the suggestion of the study.