

CHAPTER 1

INTRODUCTION

This chapter discusses about introduction of the research. It covers background of the research, research question, purposes of the research, significances of the research, scope and limitation of the research, definition of key terms, and organization of study paper.

A. Background of the Research

English is as an international language. According to Crystal (2003) in Hoerunnisa (2017), English has become a global language because it is widely used by people in the world. In Indonesia, English is as a foreign language. Based on Harmer (1991) in Windyawati (2018), English is as a foreign language is generally used and applied to students who study English in schools and institutes, and this is useful when they visit a country that uses English as primary language. English has been introduced in four levels at school such as elementary school, junior high school, senior high school, and also university. Regarding Wardani (2015), English is the first foreign language which is taught formally from the elementary to the university level. According to Suherman (2015), the objective of teaching English at junior high school is the students can develop their communicative competence in both oral and written form. It involves for other skill those are speaking, listening, reading, and writing. By learning the fourth skills, students are prepared to be able to communicate with other people in various countries.

From those four English skills, reading is the most important skill which is enable to support the process of mastery the other skill. Based on Kurniawan (2017), reading can help the students' ability to speak English fluently, increase the vocabularies, comprehend the English text, compose writing skill, and also can improve knowledge. Regarding Wibowo (2013), reading skill is also provide benefit for a reader that is reading skills give an ability in understanding the text which is important for reader in obtaining information or knowledge from the text.

Reading has important role in English. Based on Abdullah, et al. (2012), reading is the most integral part in language learning. It can open up the opportunities for students with good reading skills to get more information and open up insights as well as knowledge in various academics. According to Keyser (2017), there are several areas of live why reading is important, one of them is it helps to improve (vocabulary and spelling) communication both written and spoken.

Based on Yukanah (2017), there were some problems faced by students in learning reading. One of the students' problem is they cannot understand properly the text. In response to this problem, applying a suitable teaching reading strategy is a needed. In study, two stay two stray strategy was chosen by the writer because by using this strategy, students not only accept the lessons delivered by the teacher but students also have the opportunity to share information with other students. In addition, this strategy also can develop students' ability to work together in groups even with other groups so that more information will be obtained. From this, it can be assumed that this method is able to make the learning atmosphere become more

active and participative. Students can discuss and gain understanding of the material being taught.

This strategy was developed by Spencer Kagan in 1994. Two Stay Two Stray Strategy is one of cooperative learning types which the student work in the group of four to discuss the topics, share ideas and information and solve the problem given by the teacher. Based on the information above, the writer was interested in conducting the research using Two Stay Two Stray. Thus, the writer conducted the research entitled “Teaching Reading Narrative Text Using Two Stay Two Stray (TSTS) Strategy”

B. Research Question

Based on the background of this research, the objective of the study is intended to answer these three questions:

1. How is the scenario and implementation of teaching reading narrative text using two stay two stray strategy?
2. How are the responses from the students and the teacher toward the teaching reading narrative text using two stay two stray strategy?
3. What are the students' difficulties in learning reading narrative text using two stay two stray strategy?

C. Objectives of the Research

As the research questions stated, this research is aimed to reach three purposes:

1. To know the scenario and implementation of teaching reading narrative text using two stay two stray strategy

2. To find out the students and teacher responses toward teaching reading narrative text using two stay two stray strategy
3. To identify the students' difficulties in learning reading narrative text using two stay two stray strategy

D. Significances of the Research

1. For Students

It will be useful for the readers to know how of teaching reading narrative text using two staytwo stray strategy.

This study is expected to help the students when they learn reading narrative text by using two stay two stray strategy. So, the students can increase their understanding in narrative text.

2. For Teacher

This study can help the teacher to improve students' achievement, it is expected to give alternative contribution and information about the strategy in teaching reading especially in narrative text.

3. For the nextWriter

This study is expected to be able to give significance to the other writer as a reference for the further studies on similar topic.

E. Limitation of The Research

This study focuses on teaching reading in 8 grades of SMPN 2 Cimahi and focuses on the material that is narrative text using two stay two stray strategy. The writer chooses narrative text because it adjusted to the material in the school and used two stay two stray strategy because this strategy was suitable for teaching reading

and many of the benefits of the group learning process. In this study, the term of two stay two stray strategy will abbreviate become TSTS strategy.

F. Definition of Key Terms

There are some terms that related with this study and to avoid the misunderstanding and misconception of the reader, below are explanation of the terms that are used in this study.

1. Teaching

Based on Brown (1980) in Mulyaningsih (2015), teaching defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand.

2. Reading

According to Harmer (1994) in Bosra (2017), reading is an exercise dominated by the eyes and the brain. The eyes receive messages, and the brain has to work out the significances of these messages.

3. Narrative Text

According to Anderson and Anderson (1997) in Roja (2020), narrative is piece of text which tells a story and, in doing so, entertains and informs the reader or listener.

4. Two Stay Two Stray Strategy

Based on Kagan (1994) in Saputra (2016), TSTS is a cooperative learning strategy that is an improvement from Kagan's One Stay- Three Stray. He also added that TSTS strategy is essentially a group discussion model.

G. Organization of the Research

Based on the purposes of the research, the arrangement of the paper will perform five chapter as follow:

Chapter 1 Introduction

This chapter explains the background of the research, research question, purposes of the research, significances of the research, scope and limitation of the research, definition of the key terms, and organization of the research.

Chapter 2 Literature Review

This chapter presents literature review about teaching reading, narrative text, two stay two stray (TSTS) strategy and the previous studies.

Chapter 3 Research Methodology

This chapter presents the research method, the research procedure, subject of the research, the data collection technique, research instrument, and the data analysis.

Chapter 4 Result and Discussion

This chapter presents the results and discussions of implementation of teaching reading narrative text using two stay two stray strategy, the results and discussions of students' responses and teacher's response of teaching reading narrative text using two stay two stray strategy, the results and discussions of students' difficulties in teaching reading narrative text using two stay two stray strategy **Chapter 5**

Conclusions and Suggestions

This chapter presents the conclusions of the research and suggestion for the further study.