

Chapter I

Introduction

Basic Consideration

Reading is a process to understand the text or the passage where the process of reading is to get the point of the passage in order to get information. If the reader can get information from the text, it can make the reader to take conclusion based on the reading text. It is according to Fatsah (2014, p 112) stated that “reading is an activity with a purpose, a person may read in order to gain information or verify existing knowledge or in order to critique a writer’s ideas or writing style. In this case if the reader wants to determine the main point of the text they should understand the content of the text.

There are some kinds of reading text such as procedure, descriptive, narrative, review, analytical exposition, spoof text and recount text. In this research, the researcher focuses on recount text. It is based on the syllabus at eight grades they learn about recount text. The objective of reading comprehension in junior high school at eight grades is to understand the text write functional in short descriptive and recount text. Recount text is one kind of English text which retells the events or experiences in the past. The purposes are to provide information and to entertain the reader.

In addition from the objective of reading comprehension above it showed that the student can determine the main point of the text and answer the questions based on reading text. However the researcher found that in the fact, students in SMP N 5 Bolaang Uki at eight grades have some problems, the first is the students still difficult to determine the main point of the text, difficult to answer the questions based on reading text, and the third is they still confused to identify the content of the text

The resolve the problem, the researcher tries to apply one strategy of cooperative learning to improve of students reading comprehension. Through this strategy, the students will work in a group, in this strategy the students are divided into small group. It is four person of each group. The strategy is called 'two stay two stray ' which is developed from Kagan one stay two stay. He proves that two stay two stray cooperative learning strategies is so effective in teaching reading comprehension in most students improve their ability in comprehending the reading text. . Istarani (as cited in sukmayati 2012, p. 202) clarifies that in Two Stay Two Stray classrooms, Students work together in groups twice; in their own group and in the other groups. Each member of the groups has responsibility to win the competition in order to get group reward. The advantages of these strategies are added cohesiveness and self-confidence of students. So by using this strategy teacher can control the students who are active or not in the class and also can help the students who are afraid and shy to ask the material that they do not understand from the teacher they can ask with their partner.

Furthermore there are several stages of TSTS strategy those are preparation and teacher preparation. In preparation the researcher as the teacher prepared the lesson plan, material and the task of preparing students and divide students into a group, the second stages is teacher preparation, in this stage there are two steps, those are group activities and formalization. From those stages the students learn by their selves according to questions that they found. They can get information from their friends who know about the question and they discussed together what the question about and get the answer of that question. Each student has an opportunity to solve the question, until the end of the activities all of the students know if the teacher gives the task. At the end of the lesson the researcher as the teacher give evaluation to determine how many students

skill in understanding the material has been obtained using TSTS strategy. Each student was given a quiz that contains question of the material.

Based on the description above, from this idea, the researcher believes that TSTS strategy can help the students in SMPN 5 Bolaang Uki to improve their reading comprehension in recount text.

Problem statement

The problem statement of this research is can two stay two stray strategy develop the students' reading comprehension in recount text?

Objective of research

The objective of this research is to find out the students' reading comprehension in recount text after the application of two stay two stray strategies

Significant of research

1. For the students

The researcher is hope this method can help the students to develop their reading comprehension in recount text by using two stay two stray strategy of cooperative learning. And the researcher hopes the students know that discussion is very important to get a good of result.

2. For the teacher

The result of this study can help the teacher to apply the new and interesting method for teaching and learning reading. And the students will understand more with the material because the teacher uses interesting method.

Scope of research

The researcher limits this research because there are many some kinds in reading text improve students' reading comprehension with some kinds such as procedure, narrative, descriptive,

analytical exposition, review, spoof text and recount text. However, in this research the researcher only focuses on recount text. Second, the researcher focuses on indicator of reading comprehension, there are identify main idea, finding topic, vocabulary and explicit meaning (Djiwandono, 2001).