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CHAPTER I INTRODUCTION

A. Background of the Problem

English is a global language that is used as a communication device between nations of different language. English plays an important role in process of communication between them and also English can accelerate science and technological development of a nation. English has four skills namely speaking, writing, listening and reading. One of them is reading that played an important role in developing English skill. Reading is one of the ways to get information and it can improve people's knowledge. By reading, people are able to know many things that happen around them even they do not have to see it directly and through reading people can speak and write. According to Hasibuan (2007, p.114), reading is to gain information, knowledge, and can criticize a writer's idea and style. In other words, to extend experience of the world in which we live. That is the reason why reading becomes a very important thing in learning. Besides that, in formal education, reading is also one way that people should do to fulfill their education.

The main goal in teaching and learning English reading process is to comprehend the reading material, but the fact shows that the majority of the students are not competent English well, as Smith (2004, p.125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only



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the process to read the words, sentences or texts but also through reading the readers should be able to get something from the reading materials. Browne (2007, p.46) stated that reading is skillful and fluent readers can read and do read. They know how to read a range of different types of texts using a variety of strategies. They can apply phonic strategies, word recognition, and grammatical knowledge, the meaning of the text and their knowledge of the world and life experience as they read in order to get pleasure and information from texts. In this case, there are so many students who feel difficulties in gathering and comprehending the idea of reading passage.

Junior High School 09 Pekanbaru is one of the schools that uses school based curriculum (SBC) in teaching and learning process. Students study English twice a week (4 Period) with duration 45 minutes per period. Based on the syllabus, the score cumulative minimum standard (KKM) that must be achieved by students for reading skill is 73 (seventy-three). According to Educational Curriculum at the eighth grade, the students must achieve two competences; those are standard competence and basic competence. For the standard competence, they must be able to comprehend the meaning of short functional text in the form of recount and descriptive in the context of daily life activities and to access knowledge. Moreover, for the basic competence, students are able to respond the meaning and rhetorical step of short functional text accurately, fluently, and acceptably such as recount and descriptive text to interact in daily life contexts. This research focused on descriptive text.



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The students are demanded to more learn and much read individually to improve their ability. There is a big problem if they are not supported by the effective technique in learning process. In teaching and learning process, especially in reading, students are expected to be able to comprehend the text by using many ways. English teacher at Junior High School 09 Pekanbaru has taught reading by using some techniques. Generally, teacher reviewed the characteristic of the texts based on genre given including the kinds of a descriptive text, the purpose of a descriptive text, the text organizations, and the language features. Then, teacher asked students to read a descriptive text individually based on the time given. In order to increase students' reading comprehension, the teacher also supported it by providing some questions based on the text. Based on the description above, teacher taught reading descriptive text maximally. By this strategy, they still have difficulties to comprehend the text. In addition, To improve the students' reading comprehension in English, teacher has programs at school once every week namely English day and English club. English day and English club are expected to support their English learning process. These programs also did not give many influences to the students' reading comprehension.

In line with the teacher's experience, the teacher stated that other factors also came from students' habit. Students were seldom to read English text. Even some of students claimed that they were not interested in learning English. In short, the students did not have prior knowledge about the topic. Those problems

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made their scores far from curriculum expectation. Base on the teacher's documentation shown in the earlier test, the students only have score 55 on the average. None of them passed the minimum of criteria passing grade. Based on the writer's preliminary observation at State Junior High School 09 Pekanbaru, the writer found that some of students had problems in English learning, especially in reading comprehension. It was for them difficult to understand the passage otherwise if they faced serious topics such as politics, economics, etc. Here, teachers played an important role to help them understand reading passage. It could be seen in the following symptoms:

1. Some of the students are not able to identify the main idea of the descriptive text.
2. Some of the students are not able to identify the generic structures of the descriptive text.
3. Some of the students are not able to identify the references of descriptive text
4. Some of the students are not able to analyze the meaning of certain words of descriptive text.
5. Some of the students are not able to identify the factual information of the descriptive text.

Based on the background of problems above, one of the ways to help students understand English passages is finding good techniques in reading. Teachers give students techniques to understand different types of texts, such as



descriptive, narrative, recount and etc. Whatever the techniques are, the most successful techniques have to make students as readers continually set expectations for what they are about to read, they give them a way to keep checking themselves to see if they understand what they are reading, and they have them reorganize information in a way that makes sense to them. Therefore, writer use OSRS technique to improve students reading comprehension OSRS technique is one of the techniques in cooperative learning. One of the ways in teaching reading comprehension is through cooperative learning which intends to improve the learning output of students.

According to Jolliffe (2007, p.3), cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. It means that group work may simply raise active learning in classroom that creates interaction among students as functional part in sharing their thoughts and feelings. One of the ways to implement cooperative learning is through “One Stays Rest Stray” (OSRS) technique. According to Kagan in Darma (2013) OSRS technique is a cooperative learning model which can be used to foster students’ reading comprehension. This technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect ideas, discuss and figure out a text by building teamwork.

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According to Surjosuseno (2011, p.124), the procedures of OSRS; first, each student reads the paragraphs and does the tasks given silently, and then they (all members of the group) discuss them together. After finishing the discussion, one student stays in their group while others stray to other groups to find out what other groups have done. Then, the strayers return to their base group and one by one, the member of the group, tells what he/she has observed and listened. At last the whole members of each group discuss and write a report of the whole story and tasks.

Therefore, the researcher is interested in carrying out a research entitled: **“The Effect of Using One Stays Rest Stray (OSRS) Technique on Students’ Reading Comprehension at Eighth Grade Students of State Junior High School 09 Pekanbaru”**.

B. Definition of the Terms

These are several terms that are applied in this reserach. In order to avoid misunderstanding and misinterpreting on the terms used, it is necessary to define them, as follows:

1. Effect

According to Richards and Schimdt (2002, p.190), effect is a measure of the strength of one variable’s effect on another or the relationship between two or more variables. In this research, the effect means the influence of one stays rest strays in teaching reading comprehension.

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2. One Stays Rest Starys

According to Kagan in Darma (2013), OSRS technique is a cooperative learning model which can be used to foster students' reading comprehension ability to a text. Model involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored.

3. Reading Comprehension

Snow (2002, p.11) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

C. Problem

1. Identification of the Problem

Based on the symptoms that are explained by the writer above, the problems in this research are identified as in the following questions:

- a. Why are some of the students not able to identify the main idea of the descriptive text?
- b. Why are some of the students not able to identify the generic structures of the descriptive text?
- c. Why are some of the students not able to identify the references of descriptive text?



- d. Why are some of the students not able to analyze the meaning of certain words of descriptive text?
- e. Why are some of the students not able to identify the factual information of the descriptive text?

2. Limitation of the problems

Based on the identification of the problem above, it is very impossible to explain all of the factors, so the writer has to limit these problems, especially focuses on the significant effect of using OSRS technique on students' reading comprehension at eighth grade of Junior High School 09 Pekanbaru. It refers to the main idea of descriptive text, the generic structure of descriptive text, the references of descriptive text, the meaning of certain words of descriptive text and the factual information descriptive text.

3. Formulation of the Problems

Based on the problems limited above, the problems are formulated into following research question:

- a. How is the students' reading comprehension taught by using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru?
- b. How is the students' reading comprehension taught without using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru?



- c. Is there any significant effect of using one stays rest stray (OSRS) Technique on students' reading comprehension at eighth grade of Junior High School 09 Pekanbaru?

D. Objective and Significance of the Research

1. Objectives of the Research

The writer carries out this research for several objectives as stated below:

- a. To find out the students' reading comprehension taught by using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru.
- b. To find out the the students' reading comprehension taught without using One Stays Rest Stray (OSRS) Technique at eighth grade of Junior High School 09 Pekanbaru.
- c. To find out the significant effect of using one stays rest stray (OSRS) Technique on students' reading comprehension at the eighth grade of Junior High School 09 Pekanbaru.

2. The Significance of the Research

Hopefully, this study contributes worthwhile information to the English teachers especially in teaching and learning process of Junior High School of 09 Pekanbaru about what techniques are supposed to be applied or taught. Practically, these research findings are expected to give contribution

and information in increasing knowledge. Besides, these research findings are expected to give contribution to teaching descriptive text in Junior High School of 09 Pekanbaru. Related to the objectives of the research above, the significance of the research is as follows:

- a. To fulfill one of the requirements for the writer to complete his undergraduate study program (S1) of English Education Departement of Education and Teacher Training Faculty of UIN SUSKA Riau.
- b. The English teacher, to give information about the effect of using OSRS strategy to improve the students' reading comprehension.
- c. The finding of this study can give some contribution to students, especially for eighth grade of Junior High School 09 Pekanbaru on how important the strategy influences their reading comprehension of narrative text.
- d. For the stakeholder, especially for the school it can be one of consideration for preparing the teachers in developing and composing an effective curriculum, especially for teaching reading comprehension.

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E. Reason for Choosing the Title

1. The title of this research is relevant to the researcher's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
2. This title is not yet investigated by any researchers of State Islamic University of Sultan Syarif Kasim Riau.
3. based on the preliminary study, the problem of English language learning and teaching at the school is appropriate to be solved by conducting this research
4. To know the effect of using OSRS technique on students' comprehension.