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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered by the students. The reader can have many advantages in reading, such as reading can increase the reader's knowledge; give the reader excellent ideas, and stimulate critical thinking. Reading for pleasure causes the readers joyful. Reading is a language acquisition of communication to share information and ideas. Through reading activity, the students can acquire various kinds of information.

Snow (2002: p. xiii) states that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, do reading for varying purposes, and read with comprehension even when the material is neither easy to understand nor intrinsically interesting. On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading. Furthermore, Hasibuan and Ansyari stated that reading is an activity with a purpose in order to gain information or to verify the existing knowledge and even to citizen a writer's ideas or writing style (2007: p. 114). It means that reading is the activity in comprehending the text to get information or messages from the writer.

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School Based Curriculum provides reading as one of the skills that must be taught and learnt in junior high school. Islamic Junior High School Al - Huda Pekanbaru is one of the schools that used school based curriculum as its guidance in teaching and learning process. In this school, reading has been taught since the first year of the school. Hence, English is taught twice a week with time duration 40 minutes for an hour. There are some basic competences that must be achieved by the students of junior high school; it is stated clearly in syllabus. It is the students' capability in comprehending and responding the meaning and rhetorical steps accurately, fluently, and acceptably in a very simple essay related to immediate environment in the form of descriptive, narrative, and procedures text (Depdiknas, 2010). This research focuses on narrative text. The passing score (KKM) of English in State Islamic Junior High School Al - Huda Pekanbaru is 75.

Based on writer's preliminary study in Islamic Junior High School Al - Huda Pekanbaru, reading was taught by conventional technique. The students were given reading materials and they answered the question, then, teacher asked them to collect their papers and the teacher gave the true answers to the students. Some students of Islamic Junior High School Al - Huda Pekanbaru seem to face problems in reading comprehension text. It seems that many of them read the text slowly enough because some of them could not understand the meaning of the text itself. Besides that, they did not know about the strategy that they could use in reading text. In fact, some of

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students could not comprehend the reading materials well and their reading comprehensions were still far from the expectation of Curriculum.

Then the writer itemized some problems into symptoms related to students' reading comprehension on narrative text. Generally, it can be seen as follows:

1. Some of the students were not able to state main idea of narrative text.
2. Some of the students were not able to identify generic structure of narrative text.
3. Some of the students were not able to make inference of narrative text.
4. Some of the students were not able to identify facts such as the name of characters, the time, and the place of narrative text.
5. Some of the students were not able to analyze the meaning of certain words in narrative text.

To accomplish students' need in reading, writer applied the strategy in reading text in order to make students able to understand and determine the text that they are reading by using Two Stay Two Stray Strategy. This strategy was developed by Kagan (1992). The structure of this strategy gives a chance to the group to share the result an information to other groups. It is done because of many learning activities are individual oriented activities. The students work by themselves and are not allowed to look at other students' work. Though in fact, the real life out of the school life, the life and the work of the people depend one to another by Kagan (1992: p. 37).

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According to Crawford et al., (2005: p.60) Two Stay Two Stray Strategy offers a low threat forum where students can exchange ideas and build social skills such as asking questions. In this activity, the students are encouraged to contribute their ideas and opinions to their group and other groups. Two Stay Two Stray Strategy is designed into small group of students that consisted of four students. The students work in small groups of mixed ability, including on high achiever, two average achievers, and one low achiever. The group discusses a topic that is given by the teacher. In this strategy, the students are responsible in helping other members to learn, achieve the group goal and share information with other groups.

By using this strategy, the students hopefully comprehend more in reading comprehension, especially in comprehending narrative text. Therefore, the writer was interested to carry out the research entitled: **“The Effect of Using Two Stay Two Stray Strategy on Students’ Reading Comprehension on Narrative Text at Islamic Junior High School Al - Huda Pekanbaru”**.

B. Definition of the Key Terms

In avoiding misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

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1. Effect

Hornby states that effect is a change that somebody or something causes in somebody or something else; a result (2000: p. 422). In this research, a changing of students' reading comprehension is caused by the use of two stay two stray in teaching reading. There is also an effect size in a research.

According to Richards and Schmidt, effect size is a measure of the strength of one variable's effect on another or the relationship between two or more variables (2002: p. 175). In other words, when a researcher refuses the void hypothesis and concludes that an independent variable had an effect, an effect size is calculated to determine how strong the independent variable's effect (e.g. Two stay two stray strategy) was on the dependent variable (e.g. Students' reading comprehension).

2. Two Stay Two Stray Strategy

According to Crawford et al., Two Stay Two Stray Strategy offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions (2005: p.60). In this research, two stay two stray strategy is a strategy that is used to improve students' reading comprehension of narrative text.

3. Strategy

According to Richards and Schmidt, strategy is procedures used in learning, thinking, etc., which serve as a way of reaching a goal (2002: p. 515). In language learning, learning strategies are conscious or

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unconscious processes which language learners use them in learning and using a language. In short, it can be said that strategy is a sequence of activity in learning something – in this case especially language. Furthermore, Hornby stated that strategy is a plan that is intended to achieve a particular purpose; the process of planning something or carrying out a plan in a skillful way (2000: p. 1336).

4. Reading Comprehension

Richards and Schmidt state that reading is the processes by which the meaning of a written text is understood (2002: p. 483). It means that the reader does the process of getting information from written text, it is called reading comprehension. According to Murcia, the ability to read-taking, general comprehension as the example – requires that the reader draws information from a text and combine it with information and expectation that the reader already has. This interaction of information is a common way to explain reading comprehension, though it does not reveal much about the specifics of reading (2011: p. 188). So in this research, reading comprehension mean that the students' ability in comprehending the narrative text.

Problems

1. Identification of the Problem

Based on the background of the problem, it is very clear that some of the students at Islamic Junior High School Al - Huda

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Pekanbaru are still problematic in their reading comprehension. To make it clearer, it will be identified as follows:

1. What were the causes that some of the students were not able to state main idea of narrative text?
2. What were the causes that some of the students were not able to identify generic structure of narrative text?
3. What were the causes that some of the students were not able to make inference of narrative text?
4. What were the causes that some of the students were not able to identify facts such as the name of characters, the time, and the place of narrative text?
5. What were the causes that some of the students were not able to analyze the meaning of certain words in narrative text?
6. What are the factors that influence the students' reading comprehension?

2. The Limitation of the Problem

Based on the identification of the problem above, the problem in this research focuses on the effect of using two stay two stray strategy on reading comprehension on narrative text at the students of Islamic Junior High School Al - Huda Pekanbaru.

3. Formulation of the Problem

Formulation of the problem of this research is formulated in the following research questions:

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- a. How is the students' reading comprehension on narrative text without taught by using Two Stay Two Stray Strategy at Islamic Junior High School Al - Huda Pekanbaru?
- b. How is the students' reading comprehension on narrative text taught by using two Stay Two Stray Strategy at Islamic Junior High School Al - Huda Pekanbaru?
- c. Is there any significant effect of using Two Stay Two Stray Strategy on students' reading comprehension of narrative text Islamic Junior High School Al - Huda Pekanbaru?

D. Objective and Significance of the Research

1. Objective of the Research

Generally, the objective of this research is to find out the answer of the problems and state purposes clearly. There are three objectives in this research, they are:

- a. To find out the students' reading comprehension on narrative without taught by using two Stay Two Stray Strategy at Islamic Junior High School Al - Huda Pekanbaru.
- b. To find out the students' reading comprehension with taught by using Two Stay Two Stray Strategy at Islamic Junior High School Al - Huda Pekanbaru.

- c. To find out whether there is significant effect of using Two Stay Two Stray Strategy toward students' reading comprehension on narrative text at Islamic Junior High School Al - Huda Pekanbaru.

2. Significance of the Research

Theoretically, this research finding is expected to support the existence of the theories at the second and foreign language learning and acquisition. Practically, this research finding is expected to give positive contribution and information to the researcher especially in the field of educational research that is in English language teaching research. Besides, this research finding is also expected to provide the students and the teacher of English at Islamic Junior High School Al - Huda Pekanbaru, especially with the information of their leaning.

Finally, this research finding is also to provide the readers or those who are concerned to the process of English language teaching and English language learning with the information of both theories and practice informatively.

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