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CHAPTER I

INTRODUCTION

A. Background of the Problem

In language a learning, one of the skills that should be improved is reading. In daily life, it is very important to get information from every reading passage, especially in learning English. Reading is one of the language skill that should be mastered by students because reading is essential factor that influences one's activity in communication. In other words, reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend the reading text during the process of reading. They are not only expected to read the text in good pronunciation but also to find the meaning of each word within the text.

According to Anderson, Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Aebersold and Field (1997, p. 5) state that reading involves the reader, the text, and the interaction between reader and text. Thus, in reading process, the first step is for the reader to become more conscious about their self as a reader. It means that a reader should begin with questions that challenge reader or student to explore their experience in order to gain the higher level of consciousness about what they read. Above all,

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the writer points out the expert's statements that reading is the interaction between writer and reader in which the written form must understand the meaning what the writer conveys.

In learning English, especially in teaching reading, students should have motivation to make them interested and enjoyable in learning reading. The purpose of teaching reading is to make the students able to comprehend the meaning of the text. To comprehend the meaning of the text, the students should have enough vocabulary because having enough vocabulary will help the students to comprehend the meaning of the text and avoid them to look up dictionary all the times.

MTs Dar Ul Hikmah Pekanbaru is one of the schools that uses school based curriculum (KTSP) in teaching and learning process. The students' minimum passing grade for English subject is 75. Reading is one of English language skill which is taught and mastered by students in this school. Based on school based curriculum, reading is aimed "to comprehend the meaning of the functional text and essay of recount and narrative to interact in daily life context" and the basic competence is to respond the meaning and rhetorical step of the functional text and essay accurately, fluently and acceptable in the daily life context of recount and narrative"(BSNP, 2006, p.132)

Based on preliminary research, the researcher indicated the problems by interviewing Mr. Rivai as one of the teacher of English in MTs Darul Hikmah Pekanbaru. In learning process the teachers used

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Three-Phase Technique. There are three activities in this technique as follows: beginning activity, the main activity, and the last activity.

The beginning activity is asking and answering about the text in the book. The main activity is the students read about the text and then the students answer the question related to the text. The last activity is students give their opinion about the text that they have already read. This technique is used to make the students read and to comprehend the meaning. But, some of students still face some problems and difficulties in learning English especially in comprehending narrative text. In fact, the students are not able to understand what they have read, and the students are not motivated in reading some resources, so that the students got low scores in reading. It means that the Three- phases technique is not appropriate way in teaching reading comprehension for students especially in narrative text.

The problems above can be seen from the following phenomena:

1. Some of students have low interest in reading narrative text.
2. Some of students are difficult to find out the topic of the narrative text.
3. Some of students are difficult to identify the main idea of the narrative text.
4. Some of students are diffiult to identify the generic structure of the narrative text.

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5. Some of students are difficult to mention the social message of the story.

Based on the phenomena above, the researcher assumes that some of students at the second year of MTs Dar Ul Hikmah Pekanbaru still have difficulties in comprehending the reading text, especially in narrative text. In order to improve students' reading comprehension of narrative text, the resercher would like to apply a strategy that might help the students in reading comprehension namely Three Stay One Stray Strategy. Three stay one stray as a kind of cooperative learning strategy can be one alternative which creates the teaching English more actively and effectively. There are a number of advantages of using TSOS Strategy. It is used to avoid the students' boredom caused of the formation of permanent group and provide an opportunity for students to interact with other group. In addition, by having the social interaction with another friend, the new ideas come followed by the development of students' intellectual (Kagan, 1992 in Yusril, 2009).

Related to the phenomena above, the researcher is interested in conducting a research entitled “ The effect of Using Three stay one Stray Strategy on Students' Reading Comprehension of Narrative Text at the Second Year of MTs Dar Ul Hikmah Pekanbaru.

B. Definition of Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, the researcher needs to explain them as follows:

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1. Effect

According to Hornby, effect is a change produced by an action or a cause that results is an outcome. In addition, Richards states that effect is used to measure the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is defined as the result of teaching reading treated by TSOS strategy.

2. Three Stay One Stray (TSOS) Strategy

Cooperative learning type Three Stay One Stray strategy (TSOS) was developed by Spencer Kagan in 1992. This strategy designs a group of work by organizing the students work in group, sharing the result and information to another group, assisting each other to solve problems, and pushing each other for achievement not only with his/her own group member but also with the group member. In this research, TSOS means a strategy used by researcher to know its effect on students' reading comprehension of narrative text at the second year at MTs Dar Ul Hikmah Pekanbaru.

3. Reading Comprehension

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. According to Dalman (2003), reading comprehension is read cognitively in which the readers should understand the content of a text. It means that, reading comprehension is to understand the writer's meaning in the text



accurately to get knowledge from reading process. Thus, in this research reading comprehension is the students' ability to comprehend the text of narrative text of the second year students at MTs Dar Ul Hikmah Pekanbaru.

C. Problem

1. Identification of The Problem

Based on the problem's explanations in the background of the problem, the problems of the research are identified as follows:

- a. What makes some of the students have low interest in reading narrative text?
- b. Why are some of students difficult to find out the topic of the narrative text?
- c. Why are some of students difficult to identify the main idea of the narrative text?
- d. Why are some of students difficult to identify the generic structure of the narrative text?
- e. What factors make some of students difficult to mention the social message from the text?

2. Limitation of The Problem

Based on the identification of the problem above, the researcher wants to limit the problems on students' reading comprehension especially in narrative text, and the students do not know how to identify the generic structure of narrative text, and the students do not



know how to determine the main idea from narrative text. Therefore, the researcher used TSOS (Three Stay One Stray) Strategy for students' reading comprehension of narrative text at the second year of MTs Darul Hikmah Pekanbaru.

3. Formulation of The Problem

Based on the problem limited above, these research questions are formulated as follows:

- 1. How is the students' reading comprehension of narrative text taught without using TSOS strategy at the second year of MTs Draul Hikmah Pekanbaru?**
- 2. How is the students' reading comprehension of narrative text taught by using TSOS strategy at the second year of MTs Darul Hikmah Pekanbaru?**
- 3. Is there any significant effect of using TSOS strategy on students' reading comprehension of narrative text at the second year of MTs Darul Hikmah MTs Pekanbaru?**

D. The Objective and Significance of the Research

a. The Objective of the Research

- a. To find out the students' reading comprehension of narrative text without being taught using TSOS Strategy.
- b. To find out the student's reading comprehension of narrative text taught by using TSOS Strategy.

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- c. To obtain whether there is a significant Effect of using three stay one stray (TSOS) strategy on students' reading comprehension at the second year of MTs Darul Hikmah Pekanbaru.

2.The significance of the Research

These research findings are hopefully expected to give valuable contributions :

- a. To the writer as a researcher in term of learning how to conduct a research
- b. To give positive contribution or information, to the second year student of Mts Dar Ul Hikmah Pekanbaru and the teacher of English.
- c. To be an academic requirement to get undergraduate degree