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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text as they read

Reading comprehension is the result of an interactive process between the reader and the text. According Hasibuan and Ansyari (2007:114), reading is an interactive process that goes on between the reader and text resulting comprehension. The learners should be able to understand and comprehend the messages well through the reading. Generally, the purpose of the teaching reading is to improve and develop the students' ability in reading material, getting information and understanding the text.

Comprehension here means interpretation of printed or written symbols or words that need a combination of word recognition, intellect, and emotion interrelated with prior knowledge. Word recognition is meaningful knowledge of vocabulary that should be possessed by the reader in order to understand the printed or written words of the target



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language. The learner who does not master enough English vocabulary will face difficulties when comprehending new reading materials.

In purposing to support students' need toward reading, School Based Curriculum provides reading as one of the skills in mastering English that must be taught and learned in State Senior High School. According to School Based Curriculum (2006), in learning English, the students should be able to use language in communication of both written and oral language in order to follow the global era.

State Senior High School 1 XIII Koto Kampar is one of the state senior high schools located in Batu Bersurat, Pelajar Street No. 3 Batu Bersurat district of XIII Koto Kampar, Kampar Regency. As formal education, State Senior High School 1 XIII Koto Kampar provides English subject to the students. This school uses School-Based Curriculum or KTSP as a guideline in teaching-learning process and the passing grade is 76. The school-Based Curriculum has two competences; those are called standard competence and basic competence. In standard competence, the students are required to comprehend simple short functional written text and simple essay. And for basic competence, students are required to be able to read aloud functional text and simple essay, simple of expression, stress, and intonation related to the society, and the students are required to respond to the meaning of the text correctly (Department of National Education, 2006:287). So, in the school-Based Curriculum, reading is

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extremely required as one of the skills in English that must be taught at School. English subject should be taught at every level of school.

Based on researcher's observation, in State Senior High School 1 XIII Koto Kampar the researcher found that when teaching reading, teacher used many strategies and also taught well. Moreover, the teacher always gave motivation to the students in the process of teaching and learning English, but the students still had problem in understanding the text. Students also lacked vocabularies. That's why students couldn't comprehend the text well.

Based on observation, researcher found most of the students still had problem in learning English, especially in reading narrative text. Most of the students did not comprehend the narrative text and it could be seen on students' answer sheet. They could not answer the questions that teacher gave correctly.

Based on the observation, the researcher found some problems faced by the students in learning reading comprehension in the following phenomena:

1. Some of the students had problem in identifying the main idea of the text
2. Some of the students had problem in identifying information of the text
3. Some of the students had problem in identifying the generic structure of the text

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4. Some of the students had problem in identifying reference of the text
5. Some of the students had problem in making inference from the text

Based on the phenomena described, most of the students of state senior high school 1 XIII Koto Kampar still faced problems that have to be followed up immediately, either the problems are from students and also caused by other factors in reading comprehension a text itself. To improve students' reading comprehension needs an appropriate technique for helping them as solution for their problems. So in this research, the researcher tries to find out the alternative solution that is good for teaching reading, especially for reading comprehension. There is actually a technique that will help the students to improve their reading comprehension, it is called One Stays the Rest Stray Technique.

One Stays the Rest Stray technique is a technique of cooperative learning model that involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored. As Panitz (cited in Surjosuseno (2011:127) believes, working in groups help keeps students on task and helps them speak orally, recall the knowledge, and comprehend the texts well and happily.

According to Wijayanti (2013:12), One Stays the Rest Stray technique has many advantages for the students, especially in reading



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book and work in group. The other advantage is this technique can be applied on every level of school such as elementary school, junior high school, senior high school and for students in university.

Based on the explanation of the problem above, the researcher is interested in conducting a research entitled **“The Effect of Using One Stays the Rest Stray Technique on Students’ Reading Comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency”**.

## B. The definition of the Terms

In order to explain and to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

### 1. Effect

According to Richard and Schmidt (2002:175) effect is “a measure of the strength of one variable’s effect on another or the relationship between two or more variables”. Effect is also the result of something done. It means effect is defined as the result of teaching reading comprehension treated by using One stays the rest stray Technique on Students’ Reading Comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency.



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## 2. One Stays the Rest Stray Technique

One Stays the Rest Stray technique is a technique of cooperative learning model that involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored. According to Surjosuseno (2011:128), one stays the rest stray is the innovation of popular techniques of collaborative teaching such as Jigsaw, Summer, Round-table, Round Robin, Write-Pair-Share, Think-Pair-Share, Folded Value Lines, Talking Chip, Inside Outside Circle and Student Team Learning techniques, technique of questionings, and one stays two stray.

## 3. Reading Comprehension

Klingner (2007:08) said that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest intext, understanding of text types). In this research, it refers to students' reading comprehension of the eleventh grade at State Senior High School 1 XIII Koto Kampar of Kampar Regency.

## 4. Narrative Text

According to Dymock (2007:161), narratives are more than simplelists of sentences or ideas. Narratives are stories. It supported by Syafi'i (2013:47), Narration is story telling.

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## C. The Problem

### 1. The Identification of the Problem

Based on the phenomena above, the researcher identifies the problem as follows:

- a. Why did some of the students have problem in identifying the main idea of the text?
- b. Why did some of the students have problem in identifying information of the text?
- c. Why did some of the students have problem in identifying the generic structure of the text?
- d. Why did some of the students have problem in identifying reference of the text?
- e. Why did some of the students have problem in making inference from the text?

### 2. The Limitation of The Problem

Based on the identification of the problem above, those problems in this research only focus on the effect of using One Stays the Rest Stray technique on Students' Reading Comprehension at State Senior High School 1 XIII Koto Kampar in Kampar Regency.

### 3. The Formulation of the Problem

Based on the limitation of the problems above, the researcher formulates the problems as follows:

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- a. How is students' reading comprehension scores taught by using One Stays the Rest Stray technique at State Senior High School 1 XIII Koto Kampar of Kampar Regency?
- b. How is students' reading comprehension scores taught without using One Stays the Rest Stray technique at State Senior High School 1 XIII Koto Kampar of Kampar Regency?
- c. Is there any significant difference of means between the conditions?
- d. Is there any significant effect of using One Stays the Rest Stray technique on students' reading comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency?

**D. The Reasons for Choosing Title**

There are some reasons why the researcher is interested in carrying out this research as follows:

1. The title of this research is relevant with the researcher's status as a student of English Education
2. Hopefully, this research is able to benefit the researcher as novice one especially in learning how to conduct a research.
3. The problems of this research are not yet investigated by other previous researchers
4. The location of the research facilitates the researcher in conducting the research





## E. The Objectives and the Significance of the Research

### 1. The Objectives of the Research

- a. To find out the students' reading comprehension scores taught by using One Stays the Rest Stray technique at State Senior High School 1 XIII Koto Kampar of Kampar Regency.
- b. To investigate students' reading comprehension scores taught without using One Stays the Rest Stray technique at State Senior High School 1 XIII Koto Kampar of Kampar Regency.
- c. To obtain whether there is or not significant difference of using One Stays the Rest Stray technique on students' reading comprehension.
- d. To obtain whether there is or not significant effect of using One Stays the Rest Stray technique on students' reading comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency.

### 2. The Significance of the Research

This research can be a contribution to the development of English teaching and learning process, especially for the students, the teacher of English and the researcher. They are as follows:

- a. To give information about the effect of One Stays the Rest Stray technique on reading comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency

- b. To Improve students' reading comprehension by using One Stays the Rest Stray technique.
- c. To give information to the readers of this thesis about the use of One Stays the Rest Stray technique in teaching English.
- d. To enlarge the researcher's knowledge about One Stays the Rest Stray Technique and reading comprehension.

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