CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of essential ways in building our knowledge. Reading provides us with some activities to help us to comprehend the researcher's expression. Through reading we can get a lot of knowledges, information, even problem sollution. Reading is one of the main focus in English subject, and it is important for students to be able to comprehend both functional text and simple essay such as recount or descriptive text in their nearest environtment in mastering reading skill. Therefore, every student is expected to be able to read and comprehend what kind of the text above. But, based on the result conducted by the researcher in SMPN 30 Medan, there are several problems faced by the students. They are not able to respond the teacher's question and they are not able to comprehend the text after teaching learning process. The problems can be caused by several factors such as motivation, interest, intelligence, or learning materials, but the teaching strategy is still major reason why the problems in reading are still happened.

The researcher found some factors that affected students' reading comprehension related to strategies used in the classroom. The first, the monotony of teaching strategies caused the students are bored when teaching learning process. The second, teacher's rule is teacher-dominated classroom structures, which means the students are passive while teaching learning process. The third, the students have low motivation to read. The fourth, students still have

difficulties in some important aspects in reading, such as deciding general structures of the text, knowing the purpose of the text or specific language features of the text.

Realizing the facts above, it is necessary for teacher to foster reading on their students. The teacher should use appropriate methods and appropriate strategies which should be interesting to attract students' attention in reading. However, teaching reading to students is not as easy as it seems because it needs many supporting aspects such as the background of the language, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understanding the written text and also the students' habit of reading. In carrying out all those, a teacher must be able to discover the most appropriate methods that can be used to improve students' reading comprehension.

One of the various methods which can be applied in teaching reading is cooperative learning. Cooperative learning is not a new method in education. This method is structured in learning that involves students working together to reach a common goal. Students are required to interact with all learners in the class. The point of this method is emphasizing to the students to have social interaction with all learners in a class by dividing into small groups. It creates the opportunity for students to help their group members to solve the problem.

There are many strategies in cooperative learning class which can be applied in the classroom activities. One of them is Two Stay-Two Stray strategy which is adapted from Kagan. Based on the research of Elita, Zainil and Radjab (2013) about using this strategy and stating that this strategy trains the students to

express their ideas and to be active participants in comprehending the text. It also gives the students experience in gathering information and reprting back to their teammates.

This strategy brings students to learn more through process constructing and creating to work in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is believed as being able to give chance to the students to be involved in discussion. It also encourages critical thinking and willing to take responsibility of their own learning by enhancing of their reading comprehension.

From the explanation above, the researcher conclude that two stay-two stray strategy is very compatible to help students are involved in active learning because this strategy allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group. In learning process, this strategy can also give students experience in gathering information they get from other groups in their own groups.

This study focuses on implementing two stay-two stray strategy to improve students' reading comprehension achievement. By utilizing two stay-two stray strategy, the learning activities could be more enjoyable and meaningful because this strategy focuses on students' interaction. Therefore, the researcher will conduct the topic "The Use of Two Stay-Two Stray Strategy in Teaching Reading Descriptive Text at SMP Negeri 30 Medan".

B. The Identification of the Problem

This research concerns on the analysis of using Two Stay – Two Stray strategy in teaching reading descriptive text for eighth grade at SMP N 30 Medan.

C. The Problems of the Study

Based on the background of the study, the problems of this research are formulated as following:

1. How is Two Stay–Two Stray strategy used in teaching reading descriptive text?

2. Why is Two Stay–Two Stray strategy used in teaching reading descriptive text?

D. The Objectives of the Study

In line with the problems of study, the objectives of this research are:

1. To describe the use of Two Stay–Two Stray strategy in teaching reading descriptive text.

2. To investigate the reasons of using Two Stay–Two Stray strategy in teaching reading descriptive text.
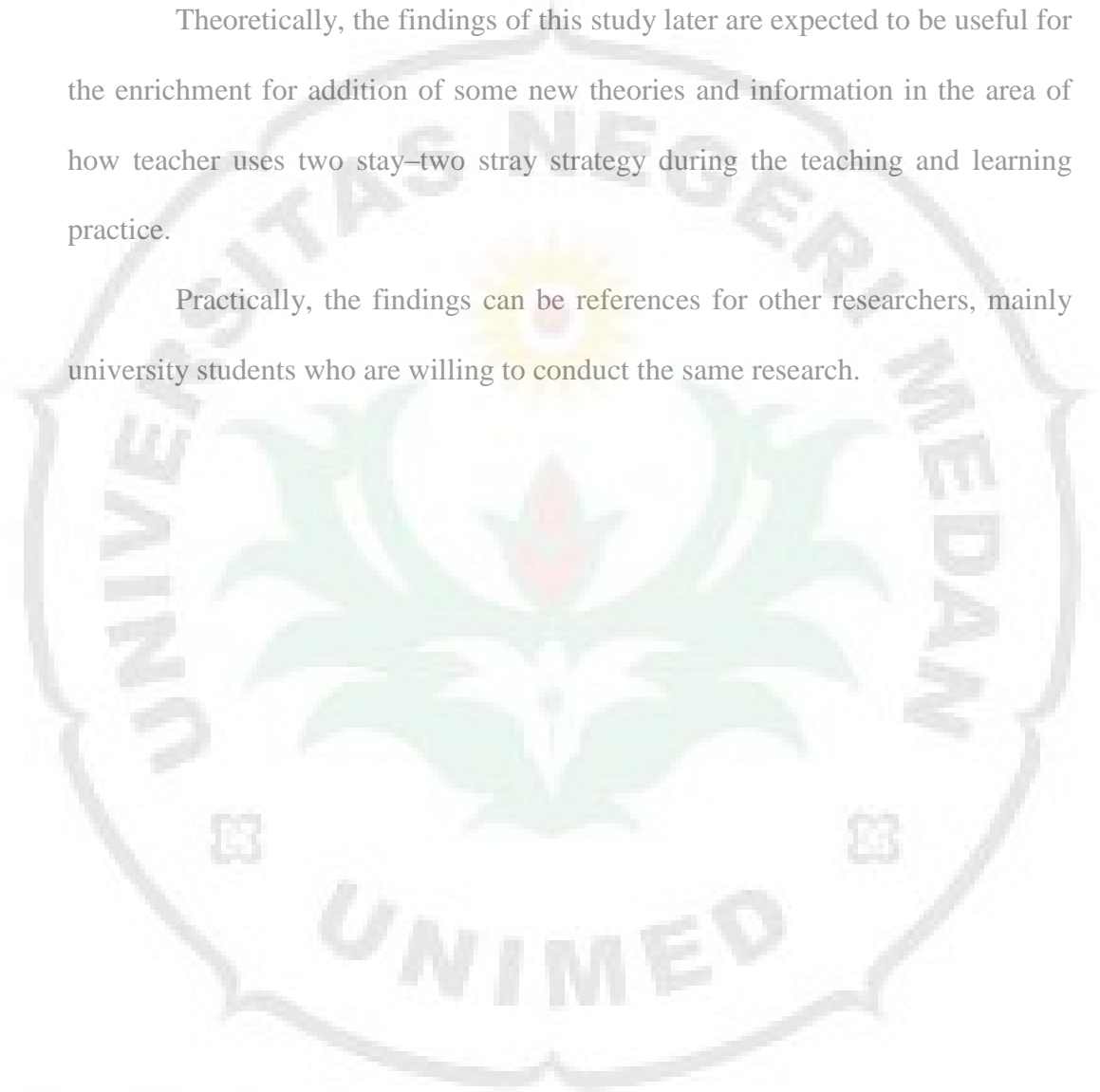
E. The Scope of the Study

This research focused on the analysis of using Two Stay-Two Stray strategy for grade eight at SMP N 30 Medan.

F. The Significance of the Study

It is expected that the findings of this study offer theoretical and practical significance.

Theoretically, the findings of this study later are expected to be useful for the enrichment for addition of some new theories and information in the area of how teacher uses two stay–two stray strategy during the teaching and learning practice.

Practically, the findings can be references for other researchers, mainly university students who are willing to conduct the same research.