

CHAPTER I

INTRODUCTION

A. Background

Teaching English in Indonesia as a foreign language has been taught on developing the four language skills- reading, writing, speaking, and listening- with various degrees of proficiency. Reading, one of language skills, can be classified into initial reading and reading comprehension. Reading is one way for the readers to receive information from the writer in the form of text. Reading can also improve the readers' vocabulary. More text readers read more vocabulary they will recognize. If someone has rich vocabulary, they can speak fluently with good diction. Through this reading skill can make students good in English mastery. In teaching reading when the language is foreign to the student in Indonesia is included in teaching of reading comprehension (Cahyono & Widiawati, 2011 on Lambe, 2017). That is why reading is one of skills that has important role for students learning English as EFL.

In reading text, there will be many words and vocabularies for the readers to understand. The readers can know the grammar, spelling, and commonly used sentence. It means that without having good reading skill, the students cannot understand the English text easily. Reading is the ability to

draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2011). Reading comprehension is a complex process which needs skill for students to get meaning from what they are reading.

There are reasons why reading is not interesting enough for students. (Kusumarasyati, 2006) further stated that the reasons behind this lack of interesting reading included students' limited background knowledge, inability to understand the content of the text, and complicated organizational structure of the text. Most of teachers in Indonesia tend to still use the conventional method of the teacher at the center of learning.

There are many methods to give students motivation that is used to make student centered learning in learning English. It is appropriate to have innovative methods to help students in their reading skill that is used in the learning process. One of good methods that can be used is Two Stay Two Stray. It has advantages to make learners actively to participate in learning process in classroom, with the social interaction between learners and work in teams. In TSTS, students can create their ideas and share with their friend in group to achieve their learning. It is also important for teacher to know whether the method or technique is appropriate or not for the material.

Therefore, this study aimed to know what teachers' perception on teaching reading comprehension using Two Stay Two Stray for students in Sokaraja. Through this research, it can be a reading or knowledge reference

for another researcher or readers who want to know about teacher's perceptions of Two Stay Two Stray for teaching reading comprehension. The technique can help teachers make students easier to understand reading comprehension.

B. Reasons of choosing the topic

1. Reading Skill Role in English Mastery

The first stage to learn English can be through listening or reading. In reading, the readers know the word and the spelling. To be mastered in English, people must have rich vocabulary. Then, when people have many vocabularies, they can put them into their ideas. This one can be done through reading.

2. Technique Role for Helping Reading Skill Mastery

Cooperative collaborative learning is one of method in learning process. Based on the name, it can be seen that through this technique students can cooperate with another students in small or big group. For reading skill, there is jigsaw that can be method for learning process. When the writer find this material, it turns out that using jigsaw is complicated until the writer found TSTS. This technique is similar with jigsaw but it is easier for students.

3. TSTS role

Like Kusumarasdayati said in her journal about the reasons behind students' lack interesting in reading, there is always technique to overcome this problem. The reason why the writer chooses Two Stay Two Stray technique for this research is because TSTS have fun learning for students and have many advantages. Students will get information from other students and it makes them easier to understand because it seems like they learn from their friends.

C. Research Question

Based on the background study, there was a question formulated as follow “What were English teachers’ perceptions on teaching reading comprehension using Two Stay Two Stray technique?”

D. Aims

Based on the research questions, this research aimed to know what English teachers’ perceptions on teaching reading comprehension using Two Stay Two Stray technique were.

E. Scope of Research

The scope of this research was English teachers' perception about TSTS on teaching reading comprehension in Junior High School Sokaraja both private and state schools.

