

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Reading is one of the importance skill in learning English. Through reading we can build our knowledge by taking new information. It is needed as a tool of communication in the written through the printed symbols in the form of textbook, handbook, newspaper, letters, advertisement, brochures, and the like. Tarigan (2008: 7) also said that reading is a process use by learner to get messages, that will be delivered by the writer trough words media or written form. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

The ability to read in English is needed as a bridge to understand the textbooks they need for the students who learn English. Since the reading ability is crucial tool that helps the reading process, without it students can not deal with literature they have read in their period of studying.

Based on the writer's observation in SMP Muhammadiyah Sumbang, the writer found that most of the students had problems in reading. The problems were the student did not know the content of the text easily and the students

felt difficult to answer the question or exercise from the teacher because they did not understand the content of the text after they have read.

Based on the condition previously, the writer was interested in applying certain technique to help the students in solving their reading problems. This method of teaching is called *Two Stay Two Stray technique*. Two stay two stray is a technique that is developed by Spencer Kagan (1992). This technique gives a chance to the students to share their ideas to the other groups, that is two students stay in group as hosted to give information to other group that is come and two students stray to other group to get information as guest. Two Stay Two Stray structure which is one type of cooperative learning groups provides opportunities to share results and information to other groups (Suprijono, 2009: 47). In *Two Stay Two Stray* technique the students are put as the main subject of learning. It means the students are very active in learning process. In addition, the learning activities are more variety. Thus students feel enjoyable and do not feel bored anymore.

Previously study also reported that Two Stay Two Stray can stimulate students to enjoy the learning process and improve students' tense comprehension especially past tense because they work cooperatively, share and exchange their information among their friends (Abdullah , 2004: 28). According to Crawford in Hamidin blog(2005) TS-TS offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups. Therefore,

Two Stay Two Stray is also expected as the one of teaching technique that is useful and effective for teaching reading.

Further, Eko (2009) explained that Two Stay Two Stray technique has some advantages. There are : (1) Can be applied to all classes / levels. (2) Tendency to be more meaningful student learning (3) More oriented to the active learning. (4) Help increase interest and learning achievement. And the disadvantages of Two Stay Two Stray technique are : (1) Take a long time. (2) Students tend to no learn in group. (3) For teachers, it requires a lot of preparation (materials, money and effort). (4) Teachers tend to get difficulties in classroom management.

Having discussed the advantages and disadvantages of *Two Stay Two Stray* technique, several contributions will be obtained in terms of curriculum and pedagogy. First, Two Stay Two Stray is useful in curriculum, it is contributed as one of teaching techniques that can be used for more oriented to the active learning because by sharing ideas with their friends, it can help them understand the learning materials easier and make the lesson plan easy to be done. Second, it also has some expectations in pedagogical implication, it can be one of teaching techniques that can be used by the teacher in teaching learning process to help the students in understanding the learning materials by doing *Two Stay Two Stray* technique. By applying this technique, it also will make students more active in joining the teaching learning process by doing a discussion and share with their friend.

## **B. Reason for Choosing the Topic**

The reason why the writer is interested in conducting the topic above are:

- a. Reading is an important aspect in learning language because by reading can develop the knowledge. Thus, the learners will have a good reading ability. Besides that, by reading we can know everything around the world.
- b. The writer wants to apply Two Stay Two Stray technique in teach reading. Two Stay Two Stray technique will increase student's motivation and self confidence and learn to share their ideas. They learn how to work together with other students, they can support and share their mind in the group work without fear. For those, students will learn reading effectively.

## **C. Problem of the Research**

Problem of the research stated by the question: "Is two stay two stray effective for teaching reading comprehension at the second grade students of SMP Muhammadiyah Sumbang?"

## **D. Aim of the Research**

The aim of this research is to find out whether or not *Two Stay Two Stray* is effective for teaching Reading Comprehension in the second grade of SMP Muhammadiyah Sumbang.