

CHAPTER I

INTRODUCTION

This research presents and discusses background of the research, statement of problem, objective of the research, significance of the research, the operational definition and scope and limitation of the research.

1.1 Background of the research

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. In teaching English at senior high schools, reading is one of the English skills that must be learned by the students' besides listening, speaking, and writing. Reading plays an important role in learning English because reading is a bridge to understand the English text books and other knowledge sources written in English. Reading as one of the four language skills is an essential skill for the students at every level started from elementary school until university. By reading, the students are expected to make connection between what they have and how the meaning are made from the text, and they get not only information or knowledge but also enjoyment (Grellet, 1996: 4).

According to Mc Namara (2007:472), the goal of reading is to create coherence from the text. So, reading can help the student to understand, comprehend, and create coherence from the text. In other words, by reading the reader will get something improve his knowledge, information, pleasure,

instruction to do something and also know what is happening and has happened, etc. For senior high school students they are expected to be able to read and comprehend: Narrative, recount, news item, analytical exposition and review.

The researcher had experiences during PPL in SMA Muhammadiyah 3 Jember. During the two-months the researcher observed and taught the students . From that experience the researcher assume that the tenth grade students of SMA Muhammadiyah 3 Jember reading comprehension was still low. It could be seen from the students' achievement reading score (See Appendix 2). There were some fact that indicated the problem. First, students cannot understand the text well because they lack of vocabulary, need too long time to understand the text, Second, they do not know how to make conclusion from the text . Besides, They got it difficult in understanding the sentences, because the students could not find the meaning of the sentences and only understood the broad outline of the content. Finally, the students had difficulties in doing exercise. Those all made the reading achievement become low and caused failure in teaching and learning process.

To solve problem above, It is needed to find applicable model in teaching reading because it is well-known in the conventional teaching techniques emphasize more on reading individually. Which was actually limit the students in developing ideas and difficult for students to understand the text. Therefore, it needs a cooperative learning to solve this problem such as One stay-three stray method that can be one alternative which creates the teaching English more actively and effectively. It was develop by Spencer Kagan in 1992.

Previous research done by Hapsari (2012) studied about “ One stay three stray: a strategy to improve students' writing skill”. She used Classroom action

research. From the result of the study which is conducted by the writer showed that after the students get a treatment using One Stay Three Stray, they show an improvement in their writing skill and in their attitude towards writing especially in writing exposition texts. The improvement of students' writing skill can be seen in the score of students' writing test that is increasing from the pretest, cycle 1 test, cycle 2 test to posttest. It means that the use two stay two stray technique can improve students' writing skill. After the researcher implementing two stay two stray techniques to improve the students' writing skill for the students, the researcher found that there is significant improvement in writing skill. It proves that two stay two stray techniques give the contribution achievement to the students writing in exposition text. In this study, the researcher used one stay-three stay method to find out whether the use of one stay-three stray in teaching writing can improve the students' writing skill through exposition text.

From the explanation above, providing One stay-three stray method could be the best strategy to help student to master their reading comprehension. Based on the statement above researcher will conduct the Classroom action research with the title "Improving students' reading comprehension by using one stay three stray at SMA Muhammadiyah 3 Jember in the 2018/2019 Academic Year".

1.2 Problem of the Research

Based on the background above, the problem of the research was formulated as follows:

How can the use of One stay-three stray method improve the tenth grade students' reading comprehension at SMA Muhammadiyah 3 Jember in the 2018-2019 academic years?

1.3 Objective of the Research

Based on the problem of the research is to find out how the use of one stay-three stray in teaching reading can improve the tenth grade students' reading comprehension at SMA Muhammadiyah 3 Jember in the 2018-2019 academic years.

1.4 The operational Definition of the Term

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers. Operational definition of the term is the guidelines to notice the concept of the research problem. The terms that are necessary to be defined operationally are reading comprehension and One stay-three stray.

1. Reading Comprehension

Reading comprehension is the comprehension to read the text, process it and understand its meaning. The term of the students reading comprehension in this research refers to the students' ability in the form of reading test to comprehend the word, sentences, paragraph, and text.

2. One stay three stray method

One stay-three stray method is one of cooperative learning technique. It requires student to work in a group, in which they share their ideas to others and. Visit each table to interview the other group to understand the analytical exposition text.

1.5 Significance of the Research

1. Theoretical Significance

The research result is expected to be useful as a reference and source of information to conduct further research in the similiar field of the study or as a consideration to make new research by using different research method.

2. Practical Significance

The result of this research will be useful for the English teacher in order to use it in teaching learning process to improve reading comprehension in studying english. In addition, they can have new learning experience by using one stay-three stray method in process of reading that can help them to improve their reading comprehension. The result of this research will be beneficial for several purposes:

- a. For the researcher: This study were useful to increase the researcher's knowledge and experience in the implementation of one stay-three stray method to improve reading comprehension.
- b. For the English teacher: This study provides the specific procedures of how to improve reading comprehension. So, they can use the research as a reference or at least a small guidance in implementing One stay-Three stray method to improve reading comprehension.
- c. For the students: This study hopefully helps the students to improve their reading comprehension, especially in comprehending word, sentences, paragraph of the text.

1.6 Scope and Limitation of the Research

The limitation of the research is important to avoid misunderstanding of the concept and anything about the research. The respondents of this research is the tenth grade students at SMA Muhammadiyah 3 Jember. This research used analytical exposition text as the teaching material of reading and the test reading material. The reading skill was limited to comprehend words, sentences, paragraphs, and texts. The researcher used classroom action research to know whether the use of one stay-three stray in teaching reading can improve the tenth grade students' reading comprehension.

