

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is tightly woven into human experience that is scarcely possible to imagine life without it.¹ In the world, all languages consist of four basic principles. The four basic principles in English are listening, speaking, reading, and writing. These four elements are certainly interconnected, but have significant in process.

Reading is the English-language skill that is essential for anyone who want to learn the language effectively. It is possible to get a lot of knowledge, information, or even problem-solving skills by reading.

According to the researcher's observations, reading is a tedious task for English language learners. The teacher's method of instruction is usually to blame for this issue. Individual reading of the text is required by the teacher. Typically, the teacher will just direct each student to read the assigned literature aloud in English, without engaging them in any discussion of it. In order for each pupil to merely read easily without understanding the significance of the material that the teacher has provided. However, the content of the work will also be clearly understood if it is read aloud in group conversations with a variety of students.

¹ Steven Pinker, *The Language Instinct: The New Science of Language and Mind*, (London: Folio Society Publisher, 2007), 17.

Because the information that they learn from the text will be discussed among the pupils.

Additionally, some teachers now use class discussions to address this issue when teaching reading. Students are typically divided into groups before the teacher assigns them issues to analyze in groups and asks them to make judgements. One of the important things in reading is reading comprehension skill. Because by mastering this skill, readers can easily find out what the author's writing means. Information that is easily accepted will make it easier for readers to digest the information obtained. Therefore, students are required to learn this reading comprehension skill. Especially reading comprehension in descriptive text for novice English learners, namely grade 1 junior high school.

Based on Basic Competence which is issued by Kementerian dan Kebudayaan 2013 that basic competence 2013 of the first grade junior high school, the students are expected to comprehend social function, text structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form.²

Beginner students in English will certainly have difficulty with the differences in the languages being studied, especially junior high school students in Indonesia. Students find it challenging to retain the material in the text while

² Kementerian Pendidikan dan Kebudayaan 2013. Download Kompetensi Dasar Bahasa Inggris Jenjang SMP, retrieved February 6th, 2023 from <https://kependidikan.com/download-kid-dan-kd-jenjang-smp/>, 62.

reading it in English, of course. Reading activities are also impacted by a lack of vocabulary, preventing you from maximizing your outcomes. The writer finds some common difficulties found in students' reading learning activities. such as determining the main idea in a paragraph, locating references, finding detailed information in the text, and finding conclusions based on statements in the text.

According to the above explanation, the researcher is interested in learning how to use the Two Stay Two Stray (TSTS) technique in class discussions for improving reading comprehension on descriptive text and discovering how students react to the Two Stay Two Stray (TSTS) technique. Consequently, the researcher is interested in starting a study with the following title: “The Implementation of Cooperative Learning Two Stay Two Stray (TSTS) Technique to improve Student’s Reading Comprehension on Descriptive Text “

B. Limitation Of The Research

Because researchers have some limitations, such as time, reserves, energy, and information, This study looks at how Cooperative learning utilizing the Two Stay Two Stray technique improves students reading comprehension on descriptive text and how that cooperative learning can increase students reading ability.

C. Statement of the Problems

In accordance with the background of the research above, the researcher formulates the problem as follows:

How can the Two Stay Two Stray (TSTS) cooperative learning technique be used to improve student reading comprehension of descriptive text?

D. Objective of the Study

From the statement problem above, this research conducted purposes as follows:

To determine whether Two Stay Two Stray (TSTS) cooperative learning technique may enhance students' reading comprehension of descriptive texts.

E. Significant of the Study

This study has two significant both theoretically and practically. On one hand this study can give additional knowledge and information on reading theory to the readers or another researcher and will deepen our understanding about implementation of Two Stay Two Stray technique to improve students reading comprehension on descriptive text article. On the other hand, practically this study will offer some benefit to some parties: the teacher, students, and researcher.

F. The Organization of Writing

This paper is divided into five chapters, which contains several points that describe the chapter.

Chapter I is Introduction. It consist of Background of The Study, Limitation of the Research, Statement of the Problem, Objective of the Study, Significant of the Research, and the Organization of Writing.

Chapter II is Theoretical Foundation. The first part is consist of Reading Comprehension which discusses about definition, aspect, elements and level of the reading comprehension, second part consist about Descriptive Text, and the third part consist of Cooperative Learning Two Stay Two Stray (TSTS) Technique which discusses about definition, advantages and disadvantages and procedures of “TSTS” technique, Previous Study, Framework of Thinking and Hypothesis

Chapter III Research Methodology. It present research methodology which discusses about method of research, Research place and time, sample and population, instrument of research, Data Collection Technique, and Data Analysis Technique and Success Indicator

Chapter IV Research Finding. This chapter consist of four parts. Part 1 is presents description off data about the cycle, the second part present analysis data about observation sheet students reading comprehension and observation sheet about students activity and teacher competence, part 3 present description about the result of pre-test and post-test data, and the last part present description of data about the questionnaire result.

Chapter V Conclusion and Suggestions. This is the last chapter which present the general explanation about the previous discussion in this report and some suggestion that maybe useful for the English teacher and further researcher.