

CHAPTER I

INTRODUCTION

Chapter I present the introduction of the study. It consists of the Background of the Study, Reasons for Choosing the Topic, Research Question, Objectives of the Study, Significances of the Study, Limitation of the Problem, Hypothesis of the Study, Definition of Key Term, and Outline of the Study.

1.1. Background of the Study

English is a global language which means it is used by people in all parts of the world to communicate with others. In English, there are four language skills which are important to be learnt. They are listening, speaking, reading, and writing. Listening and speaking are conducted through spoken expression while reading and writing used written expression.

One of the language skills which is important in learning English is reading. Reading is important for students because it helps them understand many English books. It includes reading magazine, books, newspaper, novel, etc. They need that skill not only for learning English, but also for getting a lot of information, knowledge, experience, and problem solution. They will increase their vocabulary and also pronunciation. It also opens a window to the world, because they will get much information and enrich their knowledge.

There are many definitions of reading. According to Othman (2003), reading is process connecting interaction between text and reader's knowledge. Moreover, Brown (2004) states that reading is more complicated process that sounding out words, or trying to remember them all.

In Senior High School, the eleventh grade students learn many kinds of genre such as narrative text, report text, analytical exposition text, and hortatory exposition text, etc. Hortatory exposition is a text that intended the reader to give their opinion for why a thesis has been proposed.

In reading hortatory exposition text, the eleventh grade students still have difficulties to understand the content of hortatory exposition text. Such as, Students are difficult to identify general structures, language features, and also the purpose of hortatory exposition.

There are many ways to solve the problem. The teacher can find appropriate methods and strategies to make the students interested and active in teaching reading hortatory exposition text. One of the techniques that can be presented is Two Stay Two Stray.

Two Stay Two Stray (TSTS) based on cooperative learning can be applied in teaching reading. It improves the students' ability in comprehending the meaning of the text by learning actively in a group. In addition, they also share and get the meaning of the text from the member of other groups.

According to Huda (2011), the TSTS techniques is one of the techniques based on cooperative learning which involves students in a group and each group has the opportunity to share with other group. Lie (2008) states that Two Stay Two Stray techniques give the students chance to share their ideas, arguments and information to other groups. In this techniques, there are some activities will bring students to be active in learning process, because student will learn more through process of constructing and creating working in group and sharing knowledge.

Based on the background of the study above, the writer conducts a research entitled “The Use of Two Stay Two Stray Technique to Improve Students’ Skill in Reading Hortatory Exposition Text”.

1.2. Reasons for Choosing Topic

The writer chooses this topic due to the following reasons:

1. Reading is an important skill for students of senior high school to improve their English. They use reading to get a lot of information, experience and knowledge.
2. Hortatory exposition is texts which learned by the students of senior high school and many students have difficulties in understanding the text.
3. Two Stay Two Stray was chosen as a technique to make the students easier to understand the exposition text and makes the students to be active in learning reading.

1.3. Research Question

Based on the background of the study, the writer formulated the problem as follow:

“Is Two Stay Two Stray technique effective to improve students’ skill in reading a hortatory exposition text of the eleventh grade students of MA Nahdlatul Ulama Demak?”.

1.4. The Objectives of the Study

The objective of the study is to find out whether Two Stay Two Stray technique is effective to improve students’ skill in reading a hortatory exposition text of the eleventh grade students of MA Nahdlatul Ulama Demak.

1.5. Significance of the Study

The result of the study was intended to have several significance. They were:

1. Pedagogical significance

The result of this study is expected to give several benefits in teaching learning reading.

a. Teacher

The teachers will know how to innovate teaching hortatory exposition text with interesting technique.

b. Students

The students will increase reading hortatory exposition text and make students joyful to join English class.

2. Practical significance

By doing this study, the writer hopes that the study will give some advantages for:

a. Teacher

The teachers can apply Two Stay Two Stray technique to stimulate and motivate the students to be more active and creative in learning reading.

b. Students

This study is also expected to give new information and to bring the good effect for the students in reading comprehension.

c. For the writer

The writer can get a lot of knowledge and experience about hortatory exposition by using Two Stay Two Stray Technique especially in teaching and learning of reading skill.

1.6. Limitation of the Problem

In this study, the writer focuses on how to improve students' skill in reading a hortatory exposition text by using Two Stay Two Stray technique. The research is only conducted to the eleventh grade student of MA Nahdlatul Ulama Demak in the academic year 2016/2017.

1.7. Hypothesis of the Study

Hypothesis is a temporary conclusion or opinion, which has not been prove, and which is supposed to be true after being proven by using qualified instrument (Arikunto, 2008).

There are two kinds of hypothesis, namely H_0 and H_1 . According to Airasian (2000), alternative hypothesis (H_1) is the hypothesis states that there will be a relationship or difference exist between variables. Null hypothesis (H_0) states that there is no significant relationship or difference between variables.

The hypothesis of this study are follows:

H_0 : There is no significant difference in the mean score of students' skill in reading a hortatory exposition text between the eleventh grade students of MA Nahdlatul Ulama Demak who are taught by using Two Stay Two Stray and those who are taught without using Two Stay Two Stray.

H_1 : There is a significant difference in the mean score of students' skill in reading a hortatory exposition text between the eleventh grade students of MA Nahdlatul Ulama Demak who are taught by using Two Stay Two Stray and those who are taught without using Two Stay Two Stray.

1.8. Definition of Key Term

The definitions of key term relating to this study are explained as follows:

1. Reading

Reading is a thinking process of combining the words and information by the readers to create understanding with their knowledge. (Nunan, 2003).

2. Two Stay Two Stray

Two Stay Two Stray is a technique which the students work in group with four members to discuss and solve the problem which is given by the teacher. After the group had finished, two members from each group stray in other group to share and get the information. (Kagan as quoted by Jacobs, 2006)

3. Hortatory Exposition

A hortatory exposition is type of text that is intended to explain the readers that something should be or should not be done.

1.9. Outline of the Study

To present the outline of the study to the readers, this study are divided into five chapters:

Chapter I presents Background of the Study, Reason for Choosing the Topic, Research Question, The Objective of the Study, Significances of the Study, Limitation of the Study, Hypothesis of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II presents General Concepts of Reading, Exposition Genre, Hortatory Exposition Text, Two Stay Two Stray (TSTS) Technique, and Review of Previous Study.

Chapter III explains the methodology of the study. It consists of Research Design, Subject of the Study, The Population and Sample, Variables of the Study, Technique of Data Collection, and Technique of Data Analysis.

Chapter IV present The school's Profile, Subject of the Study, Instrument Validity and Reliability, Research Activity, Pretest Data Analysis, Posttest Data Analysis and Discussion of the Research Finding.

Chapter V deals with Conclusion and Suggestion.