

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents some points related to this research those include (a) background of the study, (b) research problems, (c) objectives of the study, (d) research hypothesis, (e) significance of the study, (f) scope and limitation of the study, and (g) definition of key terms.

### **A. Background of the Study**

Reading is one of the receptive skills in English besides listening. According to Brown (2004:185), reading is likewise a skill that teachers simply expect learners to acquire. Reading is very important to be mastered by the students because it relates to other skills such as listening, speaking, and writing. When we start to write, we have to read first to build our background knowledge. Beside that, reading becomes the topic under discussion in speaking skill. Reading also takes its role in giving informative statements in listening section.

Healy (2002:3) states that reading is a purposeful and active process. Reading skill is learnt with various purposes. For example: to find main ideas, word meaning, supporting details, explicit and implicit meanings of the text. Moreover, reading also can improve students' grammar and enrich their vocabulary. The students may start reading from simple text to the complicated one. Through reading various kinds of texts, they will not only

obtain various informations that can increase their knowledge but also will get entertainment.

Technique is one of the determinants in teaching learning process. The success of teaching reading can be obtained by choosing the appropriate technique. Peregoy & Boyle (2005:266) mentioned that reading needs the students' background knowledge, the students' linguistic knowledge of the target language, and the strategies or techniques the students use to tackle the text. In conducting this study, the researcher implemented One Stays the Rest Stray technique to help the students to increase their reading ability. Furthermore, this technique can also give the students opportunities to answer and raise questions, to dramatize, and to summarize the materials given during the teaching learning process of reading.

One Stays the Rest Stray (OSRS) technique is one of the cooperative learning models which can be used to foster the students' reading ability to a text. The purpose of this technique is to share and gain information about group work products. OSRS technique is intended to make the students really receive the knowledge of the learning experience together with their friends in understanding the concept or subject matter. According to Jacobs in Surjosuseno (2011), One Stays the Rest Stray technique is completely students-centered since the students may change the teacher's roles to suit their particular situation. Not only teacher can speak and explain in front of the students, but also the students are given the opportunities to speak and explain in front of their friends.

In addition, One Stays the Rest Stray technique is similar to Jigsaw technique in which students make base groups and spread to the other groups to get information. After that, the students return to base groups to discuss the information that they have got from the other groups. The difference between Jigsaw technique and One Stays the Rest Stray technique is in the way students interact with each other. In Jigsaw technique, the students regroup in topic groups (expert groups) composed of people with the same piece to master the material. Meanwhile, in One Stays the Rest Stray technique, the students who live in the base groups will be responsible for distributing the work, information, and knowledge to the guests who come to the group.

There are some previous studies on the use of One Stays the Rest Stray technique. Researchers such as Surjosuseno and Noviga used this method in teaching reading. Surjosuseno (2011) conducted the study of the use of One Stays the Rest Stray technique in reading skill for college students used an experimental method. He revealed that students' reading achievement increased after implementing One Stays the Rest Stray technique in instructional process. This technique helped students work on task, speak orally, recall previous knowledge, summarize the passage, and comprehend the text well and gladly. Moreover, Noviga (2014) conducted the study of the use of One Stays the Rest Stray technique in teaching reading comprehension of narrative text in eleventh grade of Senior High School used qualitative case study research method. The finding clarified that One Stays the Rest Stray

technique is effective to teach reading comprehension of narrative text in eleventh grade of Senior High School.

The two previous studies concerned the use of One Stays the Rest Stray technique in teaching reading comprehension in correlation with its role in increasing college students' achievement in reading skill and students' reading comprehension of narrative text in eleventh grade of Senior High School. Unlike those previous studies, the researcher will conduct the study in Junior High School to prove that One Stays the Rest Stray is the effective technique to increase students' reading ability in Junior High School.

Based on the descriptions above, the researcher has the motivation to conduct a study in the form of quantitative research entitled **“THE EFFECTIVENESS OF USING ONE STAYS THE REST STRAY TECHNIQUE TOWARDS THE SECOND GRADE STUDENTS' READING ABILITY IN JUNIOR HIGH SCHOOL 3 KEDUNGGWARU.”**

## **B. Research Problems**

Based on the background of the study, the problems of this study is formulated as follow :

1. How is the students' ability in reading narrative text being taught by using One Stays the Rest Stray technique ?
2. How is the students' ability in reading narrative text without being taught by using One Stays the Rest Stray technique ?

3. Is there any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique ?

### **C. Objectives of the Study**

Based on the research problems above, the study is intended to :

1. To find out the students' ability in reading narrative text being taught by using One Stays the Rest Stray technique.
2. To find out the students' ability in reading narrative text without being taught by using One Stays the Rest Stray technique.
3. To identify the significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique.

### **D. Research Hypothesis**

The hypothesis of this research is :

1. Null Hypothesis (Ho)

There is no any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique.

## 2. Alternative Hypothesis (Ha)

There is any significant difference of the students' ability in reading narrative text between those who are taught by using One Stays the Rest Stray technique and those who are taught without using One Stays the Rest Stray technique.

### **E. Significance of the Study**

By conducting this study, the researcher hopes that the result of the study will give useful contribution to English teaching, especially for :

#### 1. English Teachers of Junior High School

It can give inspiration for their teaching especially in teaching narrative texts. It also can add their method and technique in teaching and learning English.

#### 2. Junior high school students

It can motivate and improve their reading skill, especially in reading narrative texts.

#### 3. The other researcher

The result of the study can be used as a reference in conducting the future research with similar topic.

### **F. Scope and Limitation of the Study**

In avoiding the deviations from the topic, the researcher focuses on the effectiveness of One Stays the Rest Stray technique towards students' reading

ability, especially students' reading ability in narrative text. For the limitation in this study, the researcher chooses the second grade students of Junior High School 3 Kedungwaru.

## **G. Definition of Key Terms**

In this part, there is an explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follows :

### **1. Reading Ability**

Reading ability is the reader's ability to get the message that was submitted by the authors through the written language or words media.

### **2. Narrative Text**

Narrative text is one of the text kinds that the aim is to entertain/amuse the reader.

### **3. One Stays the Rest Stray Technique**

One Stays the Rest Stray technique is the active instructional process that involves movement activity of the students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by building teamwork.