

CHAPTER I INTRODUCTION

A. Research Background

Reading is one of the skills in language learning which is important to be taught in academic learning besides listening, speaking, and writing. It will train the students to develop their mind in understanding the written texts. It also helps the students to discover new things, ideas, information, and creativities. According to Nunan (2003: 68) in reading, readers combine information from text and their background knowledge to build meaning. It can be implied that reading helps the students to comprehend ideas and understand the individual sentences and organizational structure of a piece of writing. In short, it can be worded that students who are good in reading will likely do well in school and pass the exam batter than those who are weak in reading.

In order to be able to build meaning from reading text which also means comprehension, the students need to learn and master reading comprehension. By learning how to comprehend, students should be able to build meaning from reading materials and achieve comprehension. As Chair and Snow (2002: 11) state reading comprehension is process of extracting and constructing meaning through interaction with reading materials. It means that reading comprehension is a way of the students to elicit information from the text. It also can be said that reading comprehension is an activity of understanding reading text or process of constructing meaning from a text.

The standard competency in the curriculum 2006 (KTSP) syllabus used for senior high school in eleventh grade is demanding the students to comprehend reading materials. As stated in the syllabus, students must comprehend the meaning of short functional texts in form of narrative, spoof, and hortatory in the context of daily life and for access of information. It means that the students must be able to differentiate and comprehend those types of texts.

The students have not yet achieved the comprehension in reading. As May, Alverman and Phelps cited in Zare and Othmant (2013: 187) state that many language learners mistakenly think that the purpose of reading is only to learn new vocabulary. The result, they only focus on the correct pronunciation of each word. Consequently the learners are stuck in the words in sentences without realizing the purpose of reading, which means the learner do not get the message that the writer is wanting to deliver, which the way to gain the information is by comprehending the reading text. This case demand the teacher to find a way of teaching that might help the students in reading comprehension.

Nevertheless, there are many ways in teaching reading comprehension. One of them is using cooperative learning method. According to Jolliffe (2007: 3), cooperative learning method makes the students work together in small groups to support each other. In cooperative learning method, there are some models. One of cooperative learning models named one stray rest stay strategy was developed by Kagan (2009: 7.13). It is group study consist of four people

which one member is straying and the other members are staying (Kagan, 2009: 6.30). OSRS strategy is effective in teaching reading comprehension, as Jolliffe (2007: 6), stated that using this strategy make the productivity greater, high process gain for information and solution, also greater transfer of learning. Based on Agust (2012: 81) one stray strategy is indeed effective strategy to be used in teaching reading as it is a strategy which sprouts up the sense of the students' positive interdependence, team formation, accountability, social skills and structures and structuring. Another researcher Surjosuseno (2011: 144) also implemented one stray strategy and found positive result regarding one stray strategy toward students reading achievements which indicate by the increase of the students' reading score.

In line with the positive result of the previous studies, the researcher decided to prove the effectiveness one stray strategy on his study. The researcher applied one stray strategy under title "The effect of one stray rest stay (OSRS) strategy in teaching reading comprehension". The recent research aims to find out whether or not the strategy is effective in teaching reading comprehension to the eleventh grade students of SMAN 1 Subah in the academic year of 2015/2016.

B. Research Problems

Based on the research background according to the topic title, the researcher formulated the research problems which intended to be covered as follow:

1. Is OSRS strategy effective for teaching reading comprehension to the eleventh grade students of SMAN 1 Subah in the academic year of 2015/2016?
2. How strong is the effect of OSRS strategy for teaching reading comprehension to the eleventh grade students of SMAN 1 Subah in the academic year of 2015/2016?

C. Research Purposes

Based on the research problems that the researcher formulated above, the purposes of this research were to find out:

1. The effectiveness of OSRS strategy for teaching reading comprehension to the eleventh grade students of SMAN 1 Subah in the academic year of 2015/2016.
2. The strength of OSRS strategy in affecting reading comprehension to the eleventh grade students of SMAN 1 Subah in the academic year of 2015/2016.

D. Significances of the Research

The result of this research is expected to be able to contribute for the English teaching and learning reading comprehension as follow:

1. Theoretical Significance

This research would vary the strategy of teaching and learning reading comprehension and the result of this research is expected to give contribution for the development of knowledge in teaching and learning reading comprehension for English subject.

2. Practical Significances

The significances of this research were hopefully benefit to:

a. The Students

Hopefully, the students would be able to reduce the difficulties of comprehension in reading they had and also hope that they would be able to progress in understanding reading materials that would enrich their knowledge in order to get good achievement in English subject.

b. The Teachers

Hopefully, this research would help the teachers to consider of using OSRS Strategy especially in teaching reading comprehension. It is a responsibility for the teachers to determine such an appropriate way of teaching weather it is using strategy, approach, method or technique in order to achieve the successful of teaching reading comprehension.

c. The Other Researcher

To the other researcher who will conduct the similar research, the result of this research are hope to help in understanding OSRS strategy and also can be useful for reference.

E. Scope of Research

1. Research Variables

Research variable is an important part in a research. A variable is a general class of objects, events, situation, characteristics and attributes that are of interest to the researcher (Balnavas and Caputi, 2001: 46). Mean while, a variable is a characteristic or attribute of an individual or an organization that the researchers can measure or observe and varies among individuals or organizations studied (Cresswell, 2009: 157). There are two variables which are independent variable and dependent variable.

a. Dependent Variable

Dependent variable is the effect of the independent variable. The variable on which the effects of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter (Ary, Jacobs, Sorensen, and Razavich, 2010: 266). The dependent variable in this research was students' reading comprehension.

b. Independent Variable

Independent variable is a variable that will influence the dependent variable. Balnaves and Caputi (2001: 46) state that the independent variable has an impact on the dependent variable. The independent variable in this research was the effect OSRS strategy.

2. Research Terminologies

The terms that used in this study will be explained below, those are:

- a. OSRS is a strategy which is grouping the students into small groups consist of three to six students, then in the application there are members who stray to other group to discuss and share information and also members who stay to discuss receive information from another group strayer.
- b. Reading comprehension is an ability of comprehending written text in order to decode some necessity information that are available in the texts or passages that the readers intend to get.
- c. Eleventh grade students of SMAN 1 Subah in the academic year of 2015/2016 were the population that the researcher conducted his research to by applying OSRS strategy.

F. Research Hypotheses

A hypothesis is a temporarily statement of the result as prediction in the research. A hypothesis as Singh (2006: 54) stated that hypothesis is a tentative statement about the solution of the problem. The null hypothesis (H_0) represents the hypothesis that are trying to be rejected, while alternative hypothesis (H_a) represents any other possibilities. The hypothesis of this study are stated below:

1. Null hypothesis (H_0)

The effect of OSRS strategy is not effective in teaching reading comprehension to the eleventh grade students of SMAN 1 Subah.

2. Alternative hypothesis (H_a)

The OSRS strategy is effective in teaching reading comprehension to the eleventh grade students of SMAN 1 Subah.

