

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction which reviews background, research questions, aims of the study, scope of the study, significance of the study, research methods, clarification of related terms, and organization of the paper.

### 1.1 Background

Reading as a receptive skill is important to be mastered by students because it deals with other skills such as listening, speaking, and writing. As asserted by Brown (2001), reading has its own role in each language skill. In listening, for example, reading takes its role in giving informative statements. Meanwhile, it becomes the topic under discussion in speaking skill. Reading skill is also needed to get information of the passage before students paraphrase the passage in writing activity.

In Indonesian context, reading skill can be generally categorized as reading comprehension especially in senior high school (Cahyono & Widiati, 2006; National Curriculum, 2006). Based on the National Curriculum (2006), students of senior high school are expected to be able to comprehend texts and develop their ability both in oral and written to achieve informational level in which they are capable of accessing language ability as priority in global challenges. Unfortunately, most of the teaching of reading comprehension in senior high school is still conducted as teacher-centered approach. This is in line with Surjosuseno's study (2011) that discovered teacher-centered approach led students to have low motivation so that students' opportunity to develop ideas, comprehend texts, and create discussion in learning is so limited. As a

consequence, students get bored to learn reading. In addition, Burns, Hood and Solomon (2005) state that the teaching of reading comprehension is still considered as the teaching of grammatical rules which draws a line of students' literacy levels only. Whereas, reading comprehension particularly should be able to be obtained by students from many things for instance specific information, vocabulary, or text structure.

In order to solve the problems above, the ideal teaching reading comprehension should be built to create activities which involve some movements and language knowledge including overall structure of language, literacy, and content of a text (Burns et al., 2005; Ari, 2002, as cited in Shoval & Shulruf, 2011). One of the ideals teaching reading comprehension is through cooperative learning which intends to improve the learning output of students. Cooperative learning refers to a learning model in which a teacher acts as a leader and a facilitator in guiding students' group work (Jacobs, Iddings, & McCafferty, 2006). Group work may simply raise active learning in classroom that creates interaction among students as functional part in sharing their thoughts and feeling.

One of the ways to implement cooperative learning is through 'One Stays Rest Stray' (OSRS) technique. OSRS technique is a cooperative learning model which can be used to foster students' reading comprehension ability to a text (Kagan, 1992, as cited in Jacobs et al., 2006). This technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by building teamwork (Jacobs et al., 2006). This technique is basically somewhat similar to jigsaw technique in which students make base groups and spread to other groups to get information. After that, the students return to base groups to discuss the information obtained. The difference between the jigsaw and OSRS is in the way students interact with each other. In jigsaw technique, group mates share information with each other, while in OSRS technique, mates share with other groups rather than with the entire class.

Some previous studies on the use of OSRS technique have been conducted. A study of the use of OSRS technique in reading skill for college students was conducted by Surjosuseno (2011) who used an experimental method. He revealed that students' reading achievement increased after implementing OSRS technique in instructional process. The OSRS technique helped students work on task, speak orally, recall previous knowledge, summarize the passage, and comprehend the text well and happily.

There was also a study which was related to the use of OSRS, namely One Stays Three Strays (OSTS). This study was conducted by Agust, Ngadiso, & Asib (2012) in order to see the use of OSTTS technique in teaching reading towards students' self actualization in learning by using an experimental method. The findings showed that the use of OSTTS was significantly effective in teaching reading to students who have high self actualization. OSTTS is part of OSRS in which the number of strayers consists of three students.

The two previous studies concerned the use of OSRS technique in teaching reading comprehension in correlation with students' self actualization in senior high school and its role in increasing tertiary students' achievement in reading skill. Unlike those previous studies, the present research focuses on investigating the use of 'One Stays Rest Stray' (OSRS) technique in teaching reading comprehension of narrative text in eleventh grade of senior high school by qualitative case study research method.

## **1.2 Research Questions**

This study is designed to answer the following questions:

1. To what extent does 'One Stays Rest Stray' technique help students' reading comprehension?
2. What are the students' responses towards the use of 'One Stays Rest Stray' technique in their learning?

## **1.3 Aims of the Study**

Based on the background and the problems stated, this study aims to:

1. Investigate the extent to which the use of 'One Stays Rest Stray' technique helps students' reading comprehension.
2. Examine students' responses towards the use of 'One Stays Rest Stray' technique in their learning.

## **1.4 Scope of the Study**

The study is limited to two concerns. It focuses on investigating the extent to which the use of 'One Stays Rest Stray' technique helps students' reading comprehension and examining students' responses towards the use of 'One Stays Rest Stray' technique in their learning.

## **1.5 Significance of Study**

This study is expected to be significant theoretically and practically.

Theoretically, this study is expected to enrich literature on using cooperative learning specifically OSRS technique in English as foreign language, especially in teaching reading comprehension of narrative text.

Practically, this study is expected to be another alternative way in learning reading for students and also for readers who are interested in teaching English especially teaching reading skill. For the students, they can collect ideas attractively so the teacher triggers them to improve their reading ability better. For those who are interested in teaching English, this study is expected to give another innovation in teaching reading collaboratively.

## **1.6 Research Methods.**

This study employed qualitative case study. It aims to get in depth understanding of phenomena occurred specifically in the use of OSRS technique in teaching reading comprehension of narrative text. The understanding was then investigated into proper description that was relevant to the case (Algozzine & Hancock, 2006; Duff, 2008; Cohen, Monion, & Morrison, 2007). Besides, this study also bounded on singular phenomena or single case (Algozzine & Hancock, 2006; Duff, 2008).

In collecting data, this study used classroom observation, written documents, and close and open- ended questionnaires. To analyze the data, the classroom observation, written documents, and the questionnaires were interpreted by qualitative method. Further explanation about the study method will be presented in Chapter III.

## **1.7 Clarification of Terms**

There are some terms which are needed to be clarified to avoid misunderstanding and misconception as follows:

### **1.7.1 Reading**

Reading is a receptive skill that focuses on understanding the message of a text and become the major source of meaning- focused input (Nation, 2009).

### **1.7.2 Reading Comprehension**

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency (Klinger, Vaughn, & Boardman, 2007).

### **1.7.3 Narrative text**

Narrative text is one of types of text that deals with a story in which it can be drawn into plots to see how the story tells and the problem of the story gets resolved (Calfe & Drum, 1986, p. 386, as cited in Dymock, 2007). The elements

of generic structure of narrative text are orientation, complication, and resolution (Emilia, 2012).

#### **1.7.4 ‘One Stays Rest Stray’(OSRS) technique**

OSRS technique is a technique of cooperative learning model that involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored. (Kagan, 1992, as cited in Jacobs et al., 2006; Surjosuseno, 2011).

### **1.8 Organization of the Paper**

This study is divided into five chapters as follows:

#### **Chapter I Introduction**

This chapter provides the background of the study, research questions, aims of the study, scope of the study, significance of the study, research methods, clarification of related terms and organization of the paper.

#### **Chapter II Theoretical Foundation**

This chapter presents some theoretical foundations related to the use of OSRS technique in teaching reading comprehension of narrative text. It consists of the explanation about reading, reading comprehension, cooperative learning, OSRS technique, the nature of narrative text, the use of OSRS technique in teaching reading comprehension of narrative text, and related previous studies.

#### **Chapter III Methodology**

This chapter provides clear discussion of how the study is conducted and analyzed. It includes research design, research site and participants, data collection, and data analysis.

#### **Chapter IV Findings and Discussion**

This chapter consists of findings and their relevance to the respected study, the analysis of the data collected, and the discussion or interpretation on the data collected.

#### **Chapter V Conclusions and Suggestions**

This chapter concludes the result of the study and provides some suggestions for teacher and further study.

