

CHAPTER I

INTRODUCTION

This chapter will present and discuss introduction concerning background of study, research problem, research objective, assumption, hypotheses, significance of study, scope and limitation, and the definition of key terms

A. Background of Study

Reading is important skills in language because we can increase knowledge, experience, and also get more information. Without reading, we can not get information. Nowadays, the government competes to promote a reading activity, like creating a reading envoy, in this case, is Tantowi Yahya as Indonesian reading envoy. Reading is a way to know a new language.¹ So that, the reader be able to know what language that use in one country. The students can develop their skills to comprehend the meaning, recognize the world, and also interpreting what had been read. Students can get new experiences and interesting, especially the message through interpretation to their life.

Reading has a basic skill for students to create good knowledge and communication between teacher and students and also between students and the other students. The goal of reading instruction is to produce good readers who enjoy

¹Jeremy, Harmer. *How To Teach English*, (England: Pearson Longman. 2007), P. 68.

reading.² It means that to be a good reader we have to understand the meaning of the text. Good readers also have a personal interaction with the author by correlating the text. Making meaning and correlate experiences are an essential part of Reading Comprehension.

Reading comprehension is an interactive process between the reader and the text, to achieve an understanding of the content of the text or what the text tells about.³ It's mean that comprehending the text is influence by the readers' previous knowledge that they laying the text. Reading comprehension is an important aspect to support the students in academic achievement. One of the most important factors that can affect the learning outcome is to understand the text. Through reading, students can improve their behavior.

Based on the students of SMPN 2 Larangan, the students have a good reading but not perfect. Such as, they know to read English books and can find the main idea from the text. Nowadays, many students difficulty with the habit of reading every day. English as a foreign language, the learning process used more emphasis on reading comprehension. The students have difficulty in uderstanding text such as narrative text. For that reason, the teacher must prepare a new strategy for students more competent in reading. Students should practice more to be able to understand the meaning of a reading text. The researcher means how the teacher stimulates students to the attitude in learning English. In terms of reading strategy, there are many strategies that can be used in understanding the text one of them such as cooperative learning.

² Lailatul, Qomariyah, "*The Effect Of Cooperative Strategy On Students Reading Comprehension Of The Eleventh Grade At SMA Tahfidz Pamekasan*", (Thesis, STAIN PAMEKASAN, Pamekasan, 2016), P. 35.

³ David Nunan, *Second Language Teaching and Learning*. (Boston: Heinle and Publisher, 1999), 257.

Cooperative learning is strategy that is characterized by cooperative tasks, rewards structures, and requires students to be actively engaged in discussion, debate, and teamwork.⁴ In other words, based on Amir & Fatemeh in his journal cooperative learning ia a small groups of students work in team to solve a problems, complete a task, or accomplish a common goal.⁵ Based on those statements cooperative learning is a strategy for a small group of students to work together. On the other side, in cooperative group all students work together on specific tasks. Cooperative learning is effective for all students.⁶ It' means that cooperative learning strategies are useful for weak students and for great students. Based on the explanation above, the teacher used cooperative learning strategies to make the student's understanding of the text in teaching reading comprehension.

In addition, a cooperative learning strategies allows the students to improve understanding of the subject. It is a good strategy when the teacher using this strategy to make the students understand in reading text. The facts, most of students are interested in visualization. This strategy has five methods, but the teacher often using Cooperative Integrated Reading Composition (CIRC) because CIRC is one of the strategy that usually used in teaching reading and writing.

There are several reasons why researchers are interested to conduct research. Firstly, researcher believes that many students get difficulties in English reading comprehension, and sometimes they use their strategy to comprehending the text. So that, the researcher wants to

⁴ Richard Arends, and Ann Kilcher. *Teaching for Students Learning Becoming an Accomplished Teacher*. (New York: Routledge, 2010), 306.

⁵ Amir Marzban & Fatemeh Alinejad. *The Effect of Cooperative Learning On Reading Comprehension of Iranian EFL Learners*. (Procedia Social and Behavioral Sciences, 2013), 3745.

Sri Agustini Agung & Wayan. "The Effect of Cooperative Learning Techniques and Students Attitude on The Reading Comprehension Of The Elevent Grade Students of SMAN 1 Kediri." *E- Journal Program Pascasarjana* , 2013), 2.

measure the effect of the cooperative learning to the students on their achievement in reading comprehension. Secondly, reading is a skill that needs the strategy to understanding the text moreover the students in the high level. The ability to understand the text is the key to the student's success in learning.

Actually the researcher find similar research, the research that has been done by Amir Marzban entitled *The Effect of Cooperative learning on Reading Comprehension of Iranian EFL Learners (English Department, Qaemshahr Branch, Islamic Azad Univerity, in Academic Year 2013)*. The instruments of this study using test to collect the data (*control group and experimental group*). the result of this study the post-test score mean of the experimental group was significantly higher than that of the control group. The similarities are this research and Amir's research also discuss about cooperative learning strategies on reading comprehension, but in Amir's research he discuss about cooperative learning seen by EFL learners. The aim of this study was to investigate the difference in performance of the two homogenized and matched groups after the experiment. But, this ressearch to measure the significant effect of cooperative learning strategies on reading comprehension.⁷

In conducting this research, the researcher would like to observe the students' reading comprehension in learning English seen by cooperative learning strategies. Based on the phenomenon that has been wrote above, the researchers conduct the research with entitled **“The Effect of Cooperative Learning Strategies on Reading Comprehension for The Eighth Grade Students of SMPN 2 Larangan Pamekasan.**

⁷ Amir Marzban & Fatemeh Alinejad, *The Effect of Cooperative Learning On Reading Comprehension of Iranian EFL Learners*. (Procedia Social and Behavioral Sciences, 2013), P. 3745.

B. Research Problem

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.⁸ This research problem is a problem that is chosen by someone to be the research and usually it is in the form of questions. The problem of studies consisting of a direct or an indirect question that should be answered in the objective of study.

Based on the research problem which has been described, the researcher formulates the problem of study into a question as follow:

1. Is there any effect of cooperative learning strategies on reading comprehension for the eighth grade students of SMPN 2 Larangan Pamekasan?
2. How is the significance of cooperative learning strategies on reading comprehension for the eighth grade students of SMPN 2 Larangan Pamekasan?

C. Research Objectives

Research objectives are a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in the study.⁹ It means that research objectives are the answer to the research problem or the purposes of the researcher's means. The researchers should know the purposes of the study that will be searched by showing the aims. The research objective is as follows:

1. To know whether any effect of cooperative learning strategies on reading comprehension for the eighth-grade students of SMPN 2 Larangan Pamekasan?
2. To measure the significance of cooperative learning strategies on reading comprehension for the eighth-grade students of SMPN 2 Larangan Pamekasan?

⁸ John W. Cresswel, *Educational Research* , (New York: Pearson, 2012), P. 59.

⁹ Ibid, P. 111.

D. Assumption

Assumption is a basic postulate about something which is related to the research and the truth which has been received by researcher.¹⁰ It means that assumption is a basic opinion about matters relating to research problems whose existence has been accepted by researchers.

So, the researcher has an assumption of this study every student has different achievement on reading comprehension using cooperative learning.

E. Hypotheses

Hypotheses are statements in quantitative research in which the investigator makes a prediction about the outcome of relationship among attributes or characteristics.¹¹ It presents as a researcher's expectations about the variables within the question. There are two types of hypothesis: Null hypothesis (Ho) and Alternative hypothesis (Ha).

Null hypothesis is the hypothesis which states that there is no relationship between two or more variables. While alternative hypothesis is the opposite that there is a differences between two or more variables.

There two kinds of hypotheses, namely Null hypotheses and Alternative hypotheses. They are as follows:

1. Null hypotheses (Ho): there is no effect of cooperative learning strategies on reading comprehension for the eighth-grade students of SMPN 2 Larangan Pamekasan.
2. Alternative hypotheses (Ha): there is the effect of cooperative learning strategies on reading comprehension for the eighth-grade students of SMPN 2 Larangan Pamekasan.

From the two hypotheses above, the researcher has strong believe to the null hypotheses (Ho). Because according to previous study on Amir's research was finding that the significant

¹⁰ *Pedoman Penulisan Karya Ilmiah*. (Pamekasan: Stain Pamekasan Press), P.10.

¹¹ John W. Cresswel, *Educational Research* , (New York: Pearson, 2012), P. 111.

level was 0.95 at 95% confidence interval and because of this value is bigger than 0.5 it is conclude that there is no significant difference in performance between the control and experimental groups in pre-test. It's mean that there is a possibility that there is no the effect of cooperative learning strategies on reading comprehension for the eighth-grade students of SMPN 2 Larangan Pamekasan.

F. Significance of Study

This part explains about appropriateness of the problem which is researched. The significance of the study can be scientific significance and social significance.¹² It means that the significance of the study is to explain the importance of research, both of scientific or social use. In this part, the researcher explains that this research can give advantages in education especially for the students. It can be divided into two aspects, such as theoretical and practical aspects.

1. Theoretical significance

- a. This research can improve or develop the students reading comprehension using cooperative learning strategies.
- b. This research should give theoretical information about the existence of used cooperative learning strategies in teaching reading.

2. Practical significance

a. For researcher

This research will give advantages for the readers, and how the researchers implement the cooperative learning strategies on reading comprehension.

b. For teacher

¹²Suharismi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), P.60.

This research will help the teachers with reading lessons to improve the students ' reading comprehension using cooperative learning.

c. For students

This research is useful for students, so the students can increase reading comprehension using cooperative learning and the students will be more active in learning English.

d. For further researcher

This research can be continued study for the next researcher who wants to study reading comprehension with a different strategy of reading.

G. Scope and Limitation of Study

The researcher discusses the definition of both of them. Cresswell states that scope is the area that the researcher will observant, it can be specific purpose.¹³ The scope of this research is focus on effect cooperative learning in CIRC strategy.

The limitation is the potential weakness or problems with the study identified by the researcher.¹⁴ The limitation is the reading comprehension for the eighth grade student's especially E Class of SMPN 2 Larangan.

H. Definition of Key Terms

It is important part of research. Definition of a key term is needed to avoid the differences of understanding the meaning. The term that is needed to explain is terms that are concerned with the main concept in the research.¹⁵ It can help readers to give a clear explanation of the meaning of key terms that will be researched.

To make a clear explanation of the readers, the researcher will define key terms used in this research, they are as follows:

¹³ John W. Cresswel, *Educational Research* , (New York: Pearson, 2012), P. 199.

¹⁴ Ibid, P. 199.

¹⁵ *Pedoman Penulisan Karya Ilmiah*. (Pamekasan: Stain Pamekasan Press), P.19.

1. Reading comprehension

Reading comprehension is the ability to read to achieve an understanding of the content of the text or what the text tells about.

2. Cooperative learning

Cooperative learning is a strategy that can emphasize the attitudes or behavior toward one another within the regular cooperative structure of cooperation of two or more individuals.

3. Cooperative Integrated Reading and Composition

CIRC is one of the learning techniques based on cooperation, is designed to develop reading, writing, and other language skills.