

CHAPTER I

INTRODUCTION

This chapter presents introduction. Those include background of the research, research problems, purposes of the study, research hypothesis, significance of the study, scope and limitation, definition of key terms, and organization of the thesis.

A. Background of the Research

Reading is one of the four skills in English that has an important contribution to the success of learning this language. Reading is related with daily life because people read many kinds of written materials such as newspaper, magazines, academic book, and so on. Reading can help people to get any information, knowledge, and even problem solution. According to Mikulecky and Jeffries (1996) reading is one important way to improve your general language skills in English. Therefore reading is very important to the learner. In this era students are always using the internet to get information and on the internet often contain the English language in an advertisement or in the information.

Another definition of reading (Grabe and Stoller, 2002:9) is the ability to draw meaning from the printed page and interpret this information appropriately. It means that students need to be able to interpret the meaning of the text they read in order to get the understanding. Being able to gain the information order

to get the understanding. Being able to gain the information order the knowledge of readers is the competence of reading. Thus, without comprehending and interpreting the meaning of reading the text is useless.

Reading comprehension has many definitions as described by experts. According to Snow (2002), reading comprehension does not occur by only extracting meaning from text. It means that in understanding text, students may have different interpretation among each other. It depends on their experience and background knowledge that will help them constructs the meaning in interpreting to build a new knowledge.

Comprehension has tree elements that are linked together and cannot be separated. The first element is the readers who are tries to understand the text. At this point, one's abilities and background influence the reading. Second, the text is an object that should be comprehended by the readers. That text may be in the form of printed book or electronic book used for read. The third element is the reading activities. This activity includes the goals, processes, and consequences associated with reading activities (Snow, 2002).

As a teacher to teach reading comprehension for students it is not easy, especially for foreign language students. That's why the teachers need to use various learning technique in teaching reading comprehension to make students interested. Based on Grabe W and Stoller (2002) Reading is a complicated process because of three main obstacles such as certain reading skills,

background of their own knowledge, different context and cultures, and difficulties in grammar and vocabulary. The students feel difficult when the teacher asks them to find out information from the text. Therefore, the students might not reach their goals to get some messages that the author is trying to convey.

In reading comprehension, there are many types of texts; they are narrative text, recount text, and descriptive text. Here the researcher wants to apply one of the strategies of reading comprehension of narrative text. This text is a type of text with the aim to amuse or entertain the reader with a story. These kinds of context are fable, folktales, fairytales, myth, and legend, for example: the legend of Catu Island, Rabbit and the Crocodiles.

In Senior High School, students' problem in reading is lack of interest. They were not interested. In reading text and answering the question. It was just making them talking each other instead of doing the task. Harmer (2004) says that most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teacher. Since, the students' reading comprehension is bad. There are some methods in teaching to make learning process in the Classroom become more interesting and have fun.

In fact, there are many students are not mastering the reading comprehension because of many problems. As states by Hermida (2009) that reading is a process that is formed in part by the text, partly by the teacher's

background, and partly by reading situations occurs. Reading academic text does not only involve looking for information in the text itself. Instead, this is the process of working with text as reading comprehension. The problems can appear from students and teacher. The problems that appears from students are less vocabulary, not interest with reading learning process or materials reading. The problem that appear from the teacher like not use media, strategy, technique and material reading that not appropriate to student or class atmosphere.

Based on the problem above, the researcher tries to investigate the effect of Cooperative Script method towards students' interest in reading. Slavin (1995) says Cooperative learning refers to instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content. One method of cooperative learning which is suitable in teaching reading comprehension is cooperative script.

Students who are taught with cooperative learning have a more enjoyable learning experience and are motivated to continue learning beyond school, especially from and with other (Kagan 2009). By working together in a group, students can be more active in the classroom than working by their own. It is because they can make interaction among group members so the learning process is more active.

There are many researcher conducted by using Cooperative Script method. Several previous studies have shown that this strategy has a good effect

on improving student's reading comprehension in this study the researcher took three previous studies. One of previous studies comes from Yeni's thesis (2018) in this study used CAR (Classroom Action research design). Then she uses a Cooperative Script Technique in twelfth grade of senior high school. Second from Nurhafani (2016) in this study used pre-experimental research design. Then uses a Cooperative script technique in eight grade of junior high school and the third from Esti (2014) used a Classroom Action research design. Then uses a Cooperative Script technique in first grade of senior high school. From the three previous studies it can be concluded that the results of the study are both using Cooperative script to find out the scores of student's reading comprehension. All these studies state that the cooperative script technique has a good effect on improving student's reading comprehension.

Based on the Observation MA Hasanuddin Siraman, the researcher found some problems, such as students who were lazy in educational activities; it can be caused by one of factors they had low interest. They looked bored while studying, made noise, disturb their friends, and sleepy. That phenomenon happened in learning English especially in reading text. When the students learn English they felt difficult and some students claim learning English make dizzy because in learning reading the students not only read the English text but they should know the meaning of the text, identify the main idea and topic of the text, answer the question related to the text.

Even though there have been so many researches were conducted by using Cooperative Script method, the researcher wants to use this method to be applied in MA Hasanuddin Siraman because the students need motivation and new learning method in their learning process to help them get a better achievement in reading comprehension. Those three studies had given us proof that Cooperative Script is able to motivate students and helps them to be more active during learning reading comprehension.

Based on the background of the study above the researcher wants to take the title, “THE EFFECTIVENESS OF COOPERATIVE SCRIPT TOWARD STUDENT’S READING COMPREHENSION OF THE FIRST GRADE STUDENTS AT MA HASANUDDIN SIRAMAN IN THE ACADEMIC YEAR 2018/2019”.

B. Research Problem

The research problem of this study is ”Is there any significant different score in the student’s reading comprehension skill between being taught with and without using cooperative Script at the first grade of MA Hasanuddin Siraman in the academic year 2018/2019?”

C. Purpose of the Study

Based on the research problem above, the objective of the research are “to know whether there is any significant different score in the student’s reading comprehension between students’ taught with and without using cooperative script at the first grade of MA Hasanuddin Siraman in the academic year 2018/2019?”

D. Research Hypothesis

Based on the statement of the problems, there are two kinds of hypothesis.

1. Null Hypothesis (Ho)

- a. There is no significant different score on the student’s reading comprehension between student’s taught with and without using cooperative script at the first grade of MA Hasanuddin Siraman in the academic year 2018/2019.
- b. There is significant different score on the student’s reading comprehension between student’s taught with and without using cooperative script at the first grade of MA Hasanuddin Siraman in the academic year 2018/2019

E. Significance of the Study

The researcher hopes that the results of this study are useful for:

1. For English Teachers

The result of this study can be used by the English teacher as reference and feedback for the effectiveness in teaching reading.

2. for other researchers

The study can be used as a reference for developing learning strategy which effective, efficient, fun which involving students actively an English learning process to improve students' reading comprehension.

F. Scope and Limitation

This study is to measure the effectiveness of cooperative script in reading comprehension. This study conducted in the two classes in first grade students of MA Hasanuddin Siraman academic year 2018/2019. This research is only focused on the cooperative script in affecting the reading comprehension. This study used the same items in the pretest and posttest.

G. Definition of key Terms

In order to avoid ambiguity and misunderstanding of the term used, the writer gives the definition of the term as follows:

1. Reading Comprehension

Reading comprehension is a process that simultaneously extracts and builds meaning through interaction and involvement with written language (Snow 2002:11). Reading is an active process of thinking. Effective readers know that when they read, what they read should make sense. They monitor their understanding, and when they lose the meaning of what they read, they often unconsciously choose and use reading strategies (such as reading or asking question) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students learn subject-specific content through authentic reading assignment. In this case, a cooperative Script technique used a narrative text to improve the reading comprehension in the first language learner of senior high school.

2. Cooperative Script Technique

Cooperative Script Technique is a technique of cooperative learning where students work in pairs and take turns verbally in summarizing the parts of the material studied. According Slavin (1995) says Cooperative

learning refers to instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.

H. Thesis Organization

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents of the background of the research, formulation of research problems, purpose of the study, research hypothesis, significant of the research, scope and limitation of the research, definition of key terms and organization of the research.

Chapter II is review of related literature. This chapter included review of related theories, and review of related studies.

Chapter III is research method. This chapter explains of research design, population and sampling, variables, research instrument, try out the instrument (validity and reliability testing), normality and homogeneity testing, data and data source, data collecting method, and data analysis.

Chapter IV is findings and discussion. This chapter explains the research finding, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestions.