

CHAPTER I INTRODUCTION

A. Background of the Study

In Indonesia, English as second language is very important to make great relationship with other countries in the global era. Therefore, English as international language also has been taught in Indonesia from elementary school until junior high school in university. Learning language is divided into four basic skills. They are reading, listening, speaking and writing skills. Reading as receptive process becomes important in the English language learning. According to Spratt (2005, p. 21) reading is one of four language skills: reading, writing, listening, and speaking. It is a receptive skill which involves responding to texts, rather than producing it. Reading also gives benefits in our life and has an important role in the learning process to get the information and knowledge. The students can read everything around them and get much information by developing their reading comprehension.

The noble teachings of Islam are very concerned in the problem of reading. The first five verses accepted by the prophet Muhammad SAW in *Surat Al- 'Alaq or iqra* in Hira cave shows it.

In the Holy Qur'an, the rooted word of *qara'a* has been mentioned several times. The Qur'an itself comes from the verb *qara'a-yaqra'u-qur'an* which means reciting or something that is read over and over.

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) أَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ
(5)

The verse above shows the considerable concern of God and the importance of the meaning of reading for man. So, how God called the first time in his verse is to read, as the key to all knowledge and charity.

In the process of teaching and learning English, there are some skills that should be

mastered by the students, they are listening, speaking, reading and writing. Among those skills, they are not each other. According to Nunan (2003 : 68) “reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning”. It means that by reading, the readers will get many information from their understanding.

Besides, they can increase their knowledge, learn things, and improve. Huda (2013:222) explains the strengths of Cooperative Learning as follows: first, students experience and learning activity will be always relevant with the level of their skill in reading, stimulate the development of brain cell, reinforce the language skill, and so on.

Reading is the fastest and simplest way to reach peoples’ education level. Reading is also to be priority in teaching and learning process. The students’ successful study depends on their ability in reading. If the students have good ability in reading, it is enable the students to get a better opportunity in achieving their study. On the contrary, if the students have poor ability in reading, it is enable the students face the difficulties in achieving their study. To avoid the difficulties in reading, students should practice their reading activity more and more. If they always keep practicing in reading, they will have good sense of English.

Based on the researchers’ observation almost all of the seventh grade students of SMPN 4 Sampit faced the difficulties in reading. The factor that caused this condition was they had crucial problems in comprehending the contents of the text. They could not identify and understand the meaning of all words in the text well. The words in some passages on the text appeared difficult to be understood by using unfamiliar word. They also didn’t know what the text tell about and difficult to understand the words from th e text. So, they could not understand what the text is about well. This condition made the students lazy and bored in reading class.

Based on the problems above, the researcher wants to conduct Experimental Research to solve the existence of reading problems by using Cooperative Learning. Cooperative Learning gives the students many advantages development. Furthermore, Cooperative Learning enables the students become more active in learning. In this case, Cooperative Learning can develop students' ability. Cooperative Learning can help the students to learn reading comprehension that can be applied broadly. The students will be engaged in team work. They can cooperate with their team. Students that have more ability can help the others' and is able to give correction to their teammate. The students also can learn to make a prediction about the problem that should be solved and answer the questions of the story. It will make the rising of students' reading comprehension. So, the process of learning reading will be more meaningful for the students, because students' outcomes will be better.

In conclusion, Cooperative Learning is able to solve the existence of students' problems in reading. Cooperative Learning gives the students opportunity to learn cooperatively and they get many advantages from the implementation of Cooperative Learning. Therefore, Cooperative Learning is very useful to implement in teaching and learning process, especially in reading.

Based on the reason above, the writer is highly motivated to improve the seventh grade students of SMPN 4 Sampit achievement in reading comprehension through Cooperative Learning.

B. Statement of Problem

Based on the background of the problem above, the researcher wants to investigate some problems which are formulated as follows:

1. How is the students' reading comprehension achievement in control class of the seventh

grade VII R3 at SMPN 4 Sampit?

2. How is the students' reading comprehension achievement in experiment class of the seventh grade VII R2 at SMPN 4 Sampit?
3. Is there any significant difference of the students' achievement in learning reading comprehension after the application of Cooperative Learning between control class and experiment class?

C. Objectives of Study

In sum, based on the background of study and research problem above, the purpose of the study formulated as follow:

1. To know the students' reading comprehension achievement in control class of seventh grade R3 at SMPN 4 Sampit?
2. To know the students' reading comprehension achievement in experiment class of seventh grade R2 SMPN 4 Sampit?
3. To find out whether there is significant difference the students' achievement between the students who are taught by using Cooperative learning in teaching reading comprehension and the students who are taught without Cooperative Learning of the seventh grade at SMPN 4 Sampit?

D. Hypoteses

Based on the statement of the problem that presented by the researcher, the research hypotheses are stated follows:

1. Alternative Hypothesis (Ha)

There is a significant difference of achievement between the students' who are taught by using Cooperative Learning in students' reading comprehension achievement between the

students' who taught by using Cooperative Learning and the students' who taught without Cooperative Learning at seventh grade in SMPN 4 Sampit.

2. Null Hypothesis (Ho)

There is no significant difference between the students' who are taught by using Cooperative Learning in students' reading comprehension achievement between the students' who taught without Cooperative Learning at seventh grade in SMPN 4 Sampit.

E. Significance of the Study

From this study, the researcher hopes that the result of this study can give theoretical and practical significances. Theoretically, it is expected to provide theoretical evidence about Cooperative Learning method in improving students' reading comprehension.

Practically, it can gives useful contribution especially for students, English teachers, institution and the further researchers. First for the students, the finding of this study can give new experience and also motivate the students in the teaching and learning activities. Second for English teachers, it can give good feedback whether their teaching is appropriate or not for their students, especially in teaching reading. Third for institution, it is expected to be useful reference and increase the number of catalogues in the library. Last for the further researchers, it is expected to be previous study that useful for their research.

F. Definition of Key Terms

To avoid the readers' misinterpretation of this study, it is necessary to define the terms of this study as follows:

a. Reading comprehension

Reading comprehension in this study means an activity to understand and take out the contain messages of the text by deducing what the meaning or information is about

from the text.

b. Cooperative Learning

Cooperative Learning is a strategy which is implemented in teaching and learning reading process as the students' learning strategy. This strategy encourages students to cooperate in group with members which they have different reading ability level. The purpose of this method is to help the students to learn reading comprehension broadly in cooperative teams. In this strategy, every students' responsible concern team work. Every member of team gives the ideas each other to understand a certain concept and finish the work. So, it is enable to form comprehension and long-term learning experience.