CHAPTER I

INRODUCTION

In this chapter, the researcher tries to explain the background of the study, problem statement, hypothesis of the study, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms that will be used in this research.

1.1 Background of the Study

Teacher is one of key of the success in teaching and learning process. Teacher guides the students to gain the knowledge in teaching and learning process. The teacher sets the activities in the class. Teaching and learning process in class will be done well if teacher sets it well. It includes teaching and learning English.

In our country, Indonesia, teaching and learning English does not get successful enough, particularly in the rural area. One of the reasons is the way to teach students in the class, is not appropriate or suitable in teaching and learning process. In most of the class, teacher still uses traditional method, students only have a nice sitting, listen teacher's explanation seriously and obey all of the contents of material. So, teacher needs an appropriate way to achieve the success of teaching and learning process.

As we know, there are four language skills in English, namely listening, speaking, reading, and writing. The students must be able to have those skills to

master English, especially reading skill. Reading is an essential skill for the learners of English as a second language. Nunan (2005:69) states that the learners of English as second language should master reading skill because it is the most important skill to ensure success not only in learning English, but also learning in any content class where reading in English is required. It shows the stronger of reading skill of the learners, the greater progress and development in all other areas of learning. According to Dechnatn in Safitri (2011:2), the purpose of all communication is the sharing of meanings; the purpose of all reading is comprehension of meanings. It means that in reading, we do not just read the text but we have to comprehend the content and the total meaning of the text.

The process of comprehending the text is not easy process for EFL or L2 students because EFL or L2 students have more problems in reading process than L1 readers. Students find the main idea of the text difficulty. Teacher must be wise in choosing the way that is used to teach reading comprehension. Teacher must think how students will not be bored with the text; how students will not give up in finding the idea of the text, how students will be enjoy in comprehending the text.

Based on the teacher who teaches in the eighth grade of SMPN 1 Sidayu, during this time the teaching reading is usually done by teacher together with students discuss the text on the text book, then answer the questions. Teacher gives a text and some tasks to be answered by student individually. The students explain that they feel bored with reading activities in class. They feel bored easily and find some problems like as find the main idea difficulty, they prefer to find

the explicit information of the text than the implicit information of the text. They feel difficult in identifying the meaning of certain word of the text, etc.

On the other hand, cooperative script is one of cooperative learning method that comes from Slavin. Cooperative script is a method of learning in which students work in pairs and take turns orally summarizing the parts of the material being studied. Students are divided into two roles, the first is as the speaker that explains the material, and the second is as the listener that listens and corrects the fist speaker. After that is exchanging the roles. The first speaker is exchanged as listener and the listener is exchanged as the second speaker. The second speaker completes the explanation of first speaker. In this method students will study together with their friends and tell the material to the others and turn the duty with the pair friend, so students will work more actively and find meaning independently.

A number of studies on cooperative script had consistently found that students who learn in this way by themselves can learn and precipitate material more than just read the lesson material. One of the researches about cooperative script is the research by Muniroh (2010), found that cooperative script as an effort to improve students' creativity in Mathematics problem solving. Other research is by Najiib (2012), found that cooperative script method can help students to build their understanding and mastering in vocabularies and also can read with fluency. All of them do cooperative script as positive method, but the researcher wants to test the effectiveness of cooperative script for teaching reading in class.

From the symptoms above, the writer is interested in carrying out research with a title "The Effect of Cooperative Script in Teaching Reading Comprehension for the eighth grade students at SMPN 1 Sidayu Gresik."

1.2 Problem Statement

Related to the background of the study, this study is discussing about the effectiveness of cooperative script in teaching reading comprehension for the eighth grade students at SMPN 1 Sidayu Gresik, the writer would like to present the statement of the problem, namely:

"Does cooperative script significantly influence students' ability in reading comprehension for the eighth grade students at SMPN 1 Sidayu Gresik?"

1.3 Hypothesis of the Study

The present study is about the effect of cooperative script. The result will, therefore shed lights on the following hypothesis:
"There is significance difference between the use of cooperative script and without cooperative script in teaching reading comprehension for the eighth grade students at SMPN 1 Sidayu Gresik."

1.4 Purpose of the Study

Related to the research, the purpose of the research is to find out the significant influence of cooperative script in teaching reading comprehension for the eighth grade students at SMPN 1 Sidayu Gresik. The researcher tries to use

cooperative script in teaching and learning process. The researcher wants to know whether or not they have a positive effect during using cooperative script in teaching reading comprehension.

1.5 Significance of the Study

The researcher conducts this study in order to find the effects of using cooperative script in teaching reading comprehension for the eighth grade students at SMPN 1 Sidayu Gresik.

It is hoped that this study can give contribution particularly in teaching reading comprehension. The significant of the study can be useful theoretically and practically.

Theoretical, this study attempts to test the theory of cooperative script in teaching reading comprehension. This study does not offer the best method but one effective model in teaching reading comprehension.

Practical, the practical implications of this study are significant for content area teachers, students, and professional development planners in the field of reading comprehension instruction. This study shows that the teacher's perceptions of reading comprehension strategies are generally positive, and then more content area teachers might be wiling to use this method in their classroom to help students tackle their comprehension instruction used to teach comprehension strategies and if it proves to be effective, it can then be train students how to use this strategy correctly. Moreover, it can encourage the

activeness of the students in the classroom an improvement their skill in reading comprehension achievement in any subject.

Finally, the study has practical implication for students. This study shows that this strategies are effective, it can encourage the activeness of the students in the classroom and improvement their skill in reading comprehension achievement. Moreover this strategy can be implemented in any subject, so the result of this study is expected to be pleasant activities in learning reading comprehension.

1.6 Scope and Limitation of the Study

In order to make this study more specific, researcher determines the scope and limitation. The scope of this study is in order to focus on the effects of using cooperative script in teaching reading comprehension for the eighth grade students at SMPN 1 Sidayu Gresik.

Meanwhile, the researcher limits this study to focus on literal and inferential comprehension in recount and narrative text. Literal comprehension refers to getting the primary, literal meaning that has been explicitly stated. Whereas, inferential comprehension refers to drawing conclusion and outcome based on information in using text. It includes identifying the title, type, purpose, and generic structure of the text.

Based on the syllabus of English for the eighth grade in the second semester, reading comprehension for recount and narrative material is provided 4x40 minutes. The researcher gives four treatments in this study. A treatment

consists of 2 x 40 minutes. So, the total time for treatment is 8x40 minutes. The first and second treatment is about recount text. The third and fourth treatment is about narrative text.

The researcher also limits this study to focus on the effects of cooperative script without controlling the students from outsiders. It is because the researcher can not control students' abilities out of teaching and learning process in class. For example the students join to informal education after school and it can give effects or not. So, the researcher does not consider it, the researcher just considers the homogeneity before giving the treatments.

1.7 Definition of Key Terms

To make clear about this research, the writer tries to define the meaning of some key terms related to this research. They are effectiveness, cooperative script, and reading comprehension.

Effect is consequence, effective, results and a success of an effort or action, in this case the effects can be achieved or not of specific instructional objectives that have been implemented.

Cooperative script is the learning method in which students work in pairs and take turns orally summarizing parts of the material being studied, .

Reading comprehension is process of reading in which the reader understands, extracts, and constructs the meaning of the text which consists of four levels: the literal, inferential, critical, and creative.