

CHAPTER 1

INTRODUCTION

This chapter describes about background, problem, objective, operational definitions, significance, and scope of the research.

1.1 Background of the Research

As one of the four language skills, reading comprehension is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure of English in daily life. Reading comprehension is really fundamental aspect for the students' future study. As stated by Grabe (2009:15), reading is the process in which readers learn something from what they read and involve it in academic context as a part of education. As they move onto the higher level of education, the need of better reading comprehension is also bigger since this can also help them determine their success of study as well. In line with this, reading is also essential here merely because those students will face the final examination in which the students deal mostly with texts during the test in that exam. For such a reason, students are demanded to have abilities to understand many kinds of texts such as recounts, descriptive texts, narratives, expositions, procedures, news items, reports, explanations, and discussion either formally or informally.

They are also expected to be able to get the message of the texts. Indeed, the students need reading comprehension skills so that they can do the test on the

final examination well. In fact, on the data from Nasional Library Indonesia, and UNESCO explain that reading in Indonesia is low and far from satisfactory. In the Class VIIIA of SMPN 01 Tempurejo shows that the students unfortunately had some difficulties in comprehending the reading material. From the interview with the English teacher, it is found that students had a problem related to vocabulary mastery, which is an important aspect in comprehending a text. It is reflected by their incapability in understanding the text because they could not find the meaning of the words. They also had difficulties in finding the main ideas and word comprehension. Students could not relate the information from one paragraph to another. They got nothing in reading as they found difficulty in grasping the information of texts. Consequently, the students' score in there acomprehending a text is still low. From 28 students, there are only 5 students who got score above 75. That students' inability to comprehend texts is caused by some factors as the following.

There some factors of the students' weakness. First, students are not interested in reading, most of them laid their head on the table, or having chat with their friends when the teacher asked them to read the text. And also when the teacher asked them orally about the text they just ignored her. Second, the teacher dominates the whole session in teaching and learning process. Instead of letting the students be active in the teaching and learning process, she dominated the whole session. As a result, there was a lack of interaction between the teacher and students. The students were not given a chance to contribute a lot to share their knowledge in the teaching and learning process. The last, there is a low

intensity for the students to communicate with their friends. There is a fact that group work was rarely conducted by the teacher. The students usually do the activity individually. So, if they had difficulties in comprehending the text, they tended to be silent. They did not want to have a discussion with other students because they were not accustomed to do that. They were reluctant to discuss the text with their friends. There must be a suitable method for teaching reading in which students can explore their idea to achieve their reading comprehension. To solve the students' problem, the selected method which is relevant to the condition of the students is Learning Together method to be used in improving reading comprehension and students participation of the VIIIA grade students in learning material. The principles of Learning Together consist of heterogeneous grouping, positive interdependence, individual accountability, social skills, and group processing. Heterogeneous grouping is considered on the basis of mixed ability as obtained by past achievement. The most important features of this method are the existence of the group goal and sharing the opinion, materials, and division of labour. Therefore, the researcher use this method to solve students' problem.

Moreover, teaching reading comprehension should encourage the student's cooperation, in expressing idea, sharing idea, asking and explaining each other in a group so that the learning process of reading comprehension will achieve the better result. That is why a new strategy or method to improve the students' reading comprehension is needed to overcome the above problems. Based on the background above, the researcher is interested in conducting a

research to improve the reading comprehension by using Learning together method.

1.2 Problems of The Research

Based on the background above, the problem that should be answered in this research are:

1. How can Learning Together method improve the VIIIA grade students' reading comprehension at SMPN 01 Tempurejo in the 2017/2018 academic year?
2. How can Learning Together method can improve VIIIA grade students' participation in teaching and learning process?

1.3 Objectives of The Research

The objective of this research are:

1. To find out how Learning Together method can improve the eighth grade students' reading skill at SMPN 01 Tempurejo in the 2017/2018 academic year.
2. To find out how can Learning Together method can improve students' participate in teaching and learning process.

1.4 Operational Definition of the Term.

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1. Learning Together Method

Learning together in this research refers to learning method in cooperative learning which is implemented by grouping the students with heterogenous ability. Each group is given a project to solve, and each member of the group solve subtask of project based on their ability.

2. Reading Comprehension

Reading comprehension refers to the ability of the students to comprehend the word meaning, sentences, and paragraph of the text. It covers literal reading comprehension and inferential reading comprehension. Literal reading comprehension refers to the students' ability to find specific information that is explicitly stated in the text. Inferential reading comprehension refers to the students' ability to find the whole information explicitly stated in the text.

3. Students Participation

Student participation in learning process is the involvement of students in the learning process to achieve a goal that is satisfying student learning outcomes.

1.5 Significance of the Research

The result of this research is expected to give benefits practically. Practical benefits. The result of the research will give alternative method to solve the problem in teaching reading. It can be an input for English teachers to use or implement Learning Together method to improve students' reading comprehension at SMPN 01 Tempurejo in 2017/2018 academic year.

1.6 Scope of The Research

This research is implemented to improve students' reading skill by using Learning Together method on the VIIIA students' reading skill focusing on comprehending narrative text at SMPN 01 Tempurejo in the 2017/2018 academic year.