

CHAPTER I INTRODUCTION

A. The Background of The Study

According to Jespersen as quoted in Clark and Clark (1977:3) says that the essence of language is human activity- activity on the part of one individual to make himself understood, and activity on the part of that other to understand what was in the mind of the first. We can do reading to make us understand about information in the text.

Reading skill helps the students to expand their knowledge about anything. Reading also a part of communication skills. It is not only listening and speaking that human beings use to communicate but also reading and writing. The reader catches the writer idea because of the good ability of reading that he or she has.

Reading is one of the four skills that has to be mastered by the students. Reading comprehension is very important to be mastered by students. It is important for students because it is the basis of nearly all learning, and a basic requirement to progress in life. Reading comprehension is the goal of reading because the purpose of all reading is to grasp meaning from the printed text. As Turner says in J. Estill Alexander (1988: 159) “ reading comprehension involves taking meaning to a text in order to obtain meaning from the text”. It is not easy for the teachers to teach about reading comprehension to the students. This fact is showed by the reality that it is hard for the students to comprehend every words in the text. The students have to look at the dictionary if their found any words that they don't understand. In other case, it is found that the students can not

comprehend English well because they are afraid of pronouncing words incorrectly.

Nowadays, according to Educational Unit Level Curriculum, (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006 the expectation on the students' reading comprehension is high. It can be seen that in the Educational Unit Level Curriculum, (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006, it was stated students must be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily live. Moreover, in the curriculum, the ideal criterion of students' exhaustiveness for each indicator in one basic competence is 75%. It means the minimum score (KKM) of the students that is created by the teacher is approximately 70 up to 75.

Based on the experience of the writer on Field Teaching Experience (PPL-T) at SMA Negeri 1 Bintang Bayu, it is found that some of the students lack in reading comprehension. The same case occurs at SMP N. 1 Muara. Some of the students were hesitate to read the text because they were not good to pronounce the words. And the rest of them said that reading comprehension is difficult to do because they have to translate all the words in the text to catch the idea of the writer.

A preliminary data was collected from eighth grade of SMP Negeri 1 Muara. The writer interviewed the English teacher of the school to collect the data. The minimum competence criteria of English in the school are 70. The data shows that the achievement of the eighth grade students in reading comprehension is still low and more than 50% did not achieve the passing grade. It can be seen

from their score in the last two semesters for several 1st and 2nd degree in SMP Negeri 1 Muara are 65 (the second semester in 2010/2011 of academic year) and 68 (the first semester in 2011/2012 of academic year).

This kind of situation happened because the method that the teachers applied in teaching and learning process was not suitable for the students. In fact, the teachers were supposed to apply a math method for a better, helpful, interesting, and motivating in teaching learning process. It needs to do to achieve the comprehension in the Educational Unit Level Curriculum, (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006.

Based on the explanation above, it is important to use a method to help student to solve their problem. Many methods in learning are used to solve the problem, but the writer will try to use cooperative learning.

There are many methods in cooperative learning, Salvin (1995) as quoted in Huda (2001: 114) divides the methods into three categories. They are :

1. Students Teams Learning Methods,
2. Supported Cooperative Learning Methods, and
3. Informal Methods.

The writer choose Learning Together (LT) as one of several methods in Supported Cooperative Learning Methods. The goal of this method is a group product from students who work in group. Because the students work in group so they share their knowledge to the other students who state in the same group.

In this study, the writer will try to find if there is a significant effect of applying Learning Together (LT) Method in teaching learning process to the students' achievement in reading narrative paragraph or not.

B. The Problem of the Study

The problem of the study was formulated in the form of question as follows:

“Does the using of learning together (LT) Method significantly effect the students' reading comprehension?”

C. The Objective of the Study

This study was intended to investigate the effect of applying Learning Together (LT) Method on Students' reading comprehension.

D. The Scope of the Study

Reading seems to be a difficult thing to do by the students, because the students need to understand all the words in the printed text. Then, as the result or the reading they have to reconstruct the meaning that the writer state in the printed text. This was called as reading comprehension. There are some methods that can be applied in reading comprehension. One of those things is Learning Together Method. Learning Together Method gives advantage to the students for having chance to share or to get the information of the text from their own group members before asking to the teacher. In line with applying this method, this

study is focused on the application of Learning Together Method in teaching reading comprehension.

E. The Significance of the Study

The result of the study was be usefull for:

1. The English teacher to improve her/his teaching to students by applying Learning Together Method.
2. The students to develop their reading skill.
3. The reasercher who are interested in such topic.

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