

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the development of the basic form of communication between human beings and in a society. We can not communicate in any real sense without language. English is the language that is used in the world of education, research, finance and commerce and the dissemination of knowledge. Many people believe that English education as a necessary prerequisite for students' later success. Therefore the need of learning English is getting higher and higher. There are four language skills in learning English namely listening, speaking, reading, and writing. In this study, the writer focuses on reading skill.

Reading is an essential skill for all students at all levels. The students are required to be able to read. Brown (2000:185) states that reading arguably the most essential skill for success in all educational context, remain a skill of paramount importance as we create assessment of general language ability. Educational Unit Curriculum (KTSP: kurikulum tingkat satuan pendidikan) about standard competence in reading states that student is expected to be able to comprehend the meaning (sense) of both interpersonal and transactional written text formally as well as informally in the forms of recount, narrative, procedure, descriptive, and report in the context of daily life. As Bowman and Bowman (1991:265) state that reading as an appropriate medium to promote life-long learning. It means that by reading the students will give a prospective future to

explore knowledge and give chance for them to gain their lives' purposes. Furthermore, reading also as the one of the principle ways of transmitting a culture from one generation to another, failure to learn to read can keep people from full participation in society.

In reading skill, students are expected to get knowledge and understand about the context that has explained in the text. It means that students need to learn a considerable amount of information from a text. Therefore, students require abilities to understand and remember main ideas as well as number of details that elaborate the main and supporting ideas in text. They also need to link the text to their knowledge base.

In fact, reading is not easy as people think. It is not easy to have the ability of draw meaning from the printed page and interpret the information appropriately. Willis (1996:72) states that ' I understand all the words but I don't know what the writer is getting at' is a common complaint from students reading a second language. Consequently, students will need to read the text two or three times to get even an approximate sense. All this take time and many less motivated students give up. Harmer (2003:208) stated that students sometimes have low expectation of reading .Reading passage is bound to be too difficult for them and they predict that the whole experience will be frustrating and demotivating.

The list of score is found by the researcher in SMP. Methodist 1 Medan can be shown through the table below:

Table 1
Reading Comprehension Score of IX Grade Level
Students of Junior high school Methodist 1 Medan
2010/2011

Semester	Average Score of Language Skills			
	Listening	Speaking	Reading	Writing
First	60	60	60	65
Second	62	65	60	67

Source: Semester Score in SMP. Methodist 1 Medan 2010/2011

Based on the score of students list above, it was found out that teaching English hasn't satisfied especially in reading skill. The weakness of teaching reading is caused by many factors, such as the incorrectness of method used.

Students and teachers in this school usually learn and teach with one kind of teaching method, which is traditional method that focus on the teacher, so the students just waiting for teacher's information and explanation about the subject of material. The researcher thinks of coloring teaching methods in this school using variety of teaching method such as: team assisted individualization and cooperative integrated reading and composition.

Clark and Silberstein (1987) in Nunan (1999:10) define reading as an active cognitive process of interacting with the print and the mentoring comprehension to establish meaning.

Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information an ideas communicated.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Grabe and Stoller (2002:9) states reading is also comprehension process in which comprehension process is the coordination of ideas from a text that represent the main point and supporting ideas to form a meaning representation of a text.

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routine that makes comprehension a seemingly effort and enjoyable activity for fluent readers.

Suhkriani (2003) states that every junior high school students should be able to communicate in their daily life.

But in fact, most of Indonesian students, especially in junior high school and senior high school, they do not aware that English is an important subject that should be learnt. Reading as the goal of teaching in Indonesia has been achieved and comprehension is still unsolved.

Based on the researcher's observation during teaching in a Junior High School in Methodist 1 Medan, she observed that in teaching reading, the teacher asked students to read the reading text, translated it to Indonesian and then discussed the content, and finally they are asked to answer some questions based on the text. The researcher found that the process of to comprehending a reading text is still a serious problem for the students. Most of them have difficulties in searching the meaning of the text. They could not grasp the main idea and answer question based on the text.

For this reason, many teachers create a technique, which make the student's interest in learning reading and active in the classroom. The research is focused on finding out the improvement of teaching reading contributes by Cooperative Learning. The reason on using of Cooperative learning is due to some aspects of consideration. Firstly, in practice Teaching Program, English teachers are most using the traditional way in teaching reading comprehension. In this case most of them teach their students to translate the text for comprehension and getting the main idea easily. As the result, the students reading ability is low since they are not taught how to read the text but rather how to translate it. So, when they read a new text very often, and if they do not bring the dictionary they will fail to read because they can not get the meaning. By using Cooperative Learning, students can improve their ability in reading comprehension. Secondly, Cooperative Learning will help students improve not only their reading ability, and creativity because during Cooperative learning activities, students are required to draw a picture from their imagination, based on they have read, and write briefly about what the picture shows, about what happens in the story and share it to another's and of course they use English as a means of communication in sharing. Since it is the language class not art class, the quality of the picture is not important.

Thirdly, the implementation of Cooperative Learning will help English teachers to improve their ability and creativity in teaching reading.

1.2 The Problems of the Study

Based on the background of the study, the problem of this study is formulated as the following;

1. Is the students' achievement in reading comprehension that was taught by using cooperative integrated reading and composition higher than was taught by using team assisted individualization?
2. Is the students' achievement in reading comprehension that has high motivation higher than that has low motivation?
3. Is there any interaction between teaching techniques and motivation on students' achievement in reading comprehension

1.3. Objectives of Study

The primary objectives of this study are to answer the questions that mentioned in the problem of study, they can be listed as follows:

1. To find out whether the students' achievement in reading comprehension that was taught by cooperative team assisted individualization is significantly higher than team assisted individualization.
2. To find out whether students' achievement in reading comprehension that have high motivation higher than that have low motivation?
3. To find out whether there is an interaction between teaching techniques and motivation on students' achievement in reading comprehension.

1.4 The Scope of the study

In teaching reading there are many techniques are used by the teachers to improve students' achievement in reading comprehension. In this study the researcher just focuses on two teaching techniques: team assisted individualization and cooperative integrated reading and composition. Dealing with these techniques, motivation of the students will be also investigated. By knowing high and low motivation of the students this study is expected to give clearer description on the effect of teaching techniques and motivation on students' achievement in reading comprehension.

1.5 The significances of the Study

Theoretically the findings of this study are supposed will add what has been found in area of reading comprehension teaching in foreign language as useful input and addition information for English language teachers. Meanwhile, practically the result of this study will inform the teachers to decide which is of techniques is more effective to develop and improve the students' reading comprehension. This study is also expected will provide a solution to the problems that faced by the students in comprehending a text during the reading process. Furthermore, the students' ability in reading comprehension can be developed to the higher level comprehension skills.