

CHAPTER I

INTRODUCTION

This chapter covers background of the research, research questions, objectives of the research, scope of the research, significance of the research, definition of key terms and organization of the research.

A. Background of the Research

Reading is one of the basic skills in English. According to Pang, et al. (2003 in Rizqiya 2013) reading as a complex activity in order to understand written text which involves both perception and thought. This skill used to get a message, to recognizing the written words, to understanding the meaning of the text and used to teach pronunciation. In addition, Oxford Learners Pocket Dictionary (2008 in Fidalia 2014) states reading is act of reading something that are intended to be read or way in which something is understood.

Reading is essential for a child's success. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading comprehension involves taking meaning to a text in order to get meaning from the text. Alexander (1989 in Fidalia 2014) added that an individual may be said to comprehend a text completely when he/she can: (1) recognize the

meaning of words and sentences of the text; (2) associate meanings, both denotative and connotative, from personal experiences with the printed text; (3) recognize how all these meanings and/or his perceptions of them fit together contextually ; (4) make value judgment about, and based on, the reading experience. Those points show that in comprehending reading materials, a reader should actually get the meaning of the materials being read in depth through sequential steps.

In general, students in second grade in junior high school lack of understanding reading comprehension. Therefore they are still difficult in determining the purpose of the words and sentences on the text. This means that English teaching are challenged to be able to make students reach the target language with new method so that students are more interested in learning.

To solve the problem above, the teacher must be creative to build the students interesting in order to make the teaching and learning process run effectively and make students more active. It is based on the curriculum of 2013 that emphasize student-centered learning. Approach that can be used by the teacher to implement the material based on K13 is discovery learning. This approach is considered can make students become more active.

This is supported by Holesinska (2006:1) that discovery learning strategy is the most practical and encouraging example of active learning strategy in which the students have to work out rules and find the text concept by themselves. Similarly, Thorsett (2002 in Rahmi 2014) defined discovery learning as a learning situation in which the principal content of what is to be learned is not given, but must be

independently discovered by the learner, making the student becomes an active participant in his learning.

In addition, Jigsaw method may be considerably as a good method to make student's interest is increased. It because this strategy gives benefits to learning process such as in motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving reading ability. This is supported by Aronson (2014) states that jigsaw is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.

Therefore, the researcher conducted the research entitled "COOPERATIVE LEARNING AND DISCOVERY LEARNING IN TEACHING READING".

B. Research Questions and Hypothesis

1. Research Questions

The research questions in this study are:

- a. Is there any significant difference between students who were taught by using cooperative learning and those who were taught by using discovery learning?
- b. How is cooperative learning implemented in teaching reading?
- c. What are the students' difficulties in learning reading?

2. Hypothesis

Ho: There is no significance difference between students who were taught by using cooperative learning and those who were taught by using discovery learning.

C. Objectives of the Research

There are some objectives in this study:

- a. To know whether or not there is any significant difference between students who were taught by using cooperative learning and those who were taught by using discovery learning.
- b. To describe the implementation of cooperative learning in teaching reading skill.
- c. To identify the students' difficulties in learning reading.

D. Scope of the Research

This research focuses on the variables contained in the title, namely cooperative learning and discovery learning in teaching reading skill. In this research the researcher used jigsaw technique as cooperative learning approach and discovery learning to teach reading for the second grade of junior high school at SMPN 2 Padalarang.

E. Significance of the Research

There are some benefits of this study:

1. Theoretically

Theoretically the researcher hopes that this study can give teacher reference to develop their teaching performance in teaching reading comprehension and can support the existing theories that related to cooperative learning and discovery learning and also the jigsaw technique in teaching reading comprehension.

2. Pedagogically

Pedagogically, the researcher hopes that this research can be used to implement jigsaw technique in teaching reading comprehension to junior high school level, especially at SMPN 2 Padalarang.

3. Practically

Practically, the researcher hopes this research can be used by teachers when implement jigsaw technique and discovery learning in teaching reading comprehension.

F. Definition of Key Terms

1. Reading

Reading is one of the basic skills in English. It is a process that involves recognizing word, leading to the development of comprehension. Reading is a means for language acquisition, communication and sharing information and

ideas. Reading skill is important in order to find the writer's aim in a text. There are many type of text; one of them is recount text.

2. Cooperative learning

Cooperative learning is an approach that aims to organize classroom activities into academic and social learning experiences. And students must work together in group to complete tasks collectively to achieve academic goals. There are several models and techniques in cooperative learning, such as: student achievement divisions (STAD), team assisted individualization (TAI), jigsaw, think-pair-share, team games tournament and so on. The researcher will use Jigsaw in this research as a technique in teaching reading. Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension.

3. Discovery Learning

Discovery learning is an approach that make student more active with a way student find out the content of the lesson independently through the observation and the teaching learning activities. This approach is good due to students can learn the words and know the function of the words easily because they find it independently.

G. Organization of the Research

This research contains five chapters, they are:

Chapter I: INTRODUCTION. This chapter covers background of the research, research questions, objectives of the research, scope of the research, significance of the research, definition of key terms and organization of the research.

Chapter II: LITERATURE REVIEW. This chapter presents the theory foundation on which the research and previous study.

Chapter III: RESEARCH METHODOLOGY. This chapter presents the method use to conduct the research design, research method, population and sample, instrument and data collection technique and analysis.

Chapter IV: RESULTS AND DISCUSSIONS. This chapter analyzes and draws research results and discussions.

Chapter V: CONCLUSIONS AND SUGGESTIONS. This chapter gives the conclusion of the research and the suggestions.