

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, research questions, research objectives, scope of the research, significances of the research, definition of key term, and organization of paper.

A. Background

English is one of the subjects that must be taught in school. In Curriculum 2013, there are four skills that must be mastered in learning English, namely, listening, speaking, reading and writing. Teaching reading is one of the skills taught in junior high school especially in second grade. Reading is a fundamental thing learned by foreign language learners to find new information and knowledge. According to Weaver (1994) in Antoni (2010), reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. In addition Klingner, Jannette, Vaughn, and Boardman (2007:2) stated that, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Accordingly, reading comprehension is very important to be taught, even in the national final exam this skill is tested.

Reading comprehension is one of the difficult aspect of reading. It is supported by Barnet (1988) in Antoni (2010) that, reading comprehension are quite complex and difference in numerous ways depending on tasks, motivations, goals, and language ability. It means that a teacher must look for ways in teaching reading comprehension of recount text to make students can easily understand a reading through the right strategy.

This research would like to implement two approaches, they are collaborative approach with PQRSST technique and scientific approach. The first is collaborative approach, it is a learning approach that involves students participation by learning in group. Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to understanding, solve a problem, complete a task, or create a product. Their activities often require the exploration or application of the key ideas in the curriculum area being addressed (Laal and Ghodsi;2012,Watkins;2008). It can be concluded that collaborative approach is a learning approach by learning in group to achieve learning objectives.

The researcher applied collaborative technique with PQRSST technique. Staton (1989) explained that, PQRSST which is consisted by P as Preview, Q as Question, R as Reading, S as Summarize, and T as Test. According to Sulistyo (2011) as cited by Esteria (2016) , PQRSST strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to raise test scores for students who follow the steps involved. This strategy helps the

students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use the information in an exam.

In the control class the researcher implemented the scientific approach. Scientific approach is learning approach that used in curriculum 2013. The scientific approach means the basic concepts that inspire or underlie the formulation of teaching methods by applying scientific characteristics. The scientific teaching approach is a part of pedagogical approach to the implementation of classroom learning that relies on the application of scientific methods (Nurdiansyah and Musfiquon, 2015). It is used to implement learning process depend on application of scientific method with applying scientific characteristic. With this method, the government hopes that students can think critically, be able to actively develop their potential.

This research chose the recount text to be taught in two classes. Kosasih in Hafis et.al (2018,p.3) pointed out, recount text is a text containing past events or experiences. the researcher chose this text, because related to the even semester syllabus of second grade of junior high school.

Therefore, with the explanation above, the researcher would like to do a research about Teaching Reading Comprehension in Recount Text Using Collaborative and Scientific Approach (A Quasi-Experiment Study at the Second Grade Students of Junior High School) as a “Skripsi” title.

B. Research Questions

The research conducted to answer the following question:

1. Is there any differences achievement of students in reading comprehension using Collaborative approach with PQBST technique and scientific approach?
2. How is the implementation of learning using collaborative approach with the PQBST technique?
3. What are students' difficulties in learning reading comprehension?

Hypotheses

The hypotheses in this research is a follows:

1. H_0 = there are no differences achievement between the classes which taught by using collaborative approach with PQBST technique and scientific approach.

C. Research Objectives

This study aims to examine:

1. To know the differences achievement in reading comprehension of students using collaborative approach with PQBST technique and scientific approach.
2. To find out the implementation learning of using collaborative approach with the PQBST technique.
3. To get students' difficulties in learning reading comprehension.

D. Scope of the Research

The study focuses on the comparison of increasing students' reading comprehension in recount text using collaborative approach with the Preview, Question, Reading, Summarize, and Test (PQRST) technique and the scientific approach to students of second grade junior high school.

E. Significances of Research

The results of this study are expected to give pedagogical, theoretical and practical benefit as follows:

1. Pedagogically

a. For the Teachers

Teacher gain knowledge about how to apply a method in learning to improve reading comprehension.

b. For the Students

Students can be satisfied with their curiosity and joy in the learning process.

2. Theoretically

a. The researcher expects that the result of this research can be used as the reference in the teaching reading comprehension.

b. The result of this research will be useful to the readers who are interested in analyzing teaching reading comprehension, and

- c. To know about the comparison between collaborative approach with PQRSST technique and scientific approach to improve students' reading comprehension especially in second grade of junior high school with the statistical data.

3. Practically

- a. For the Researcher

The result of this research can be beneficial as one of the method to develop the researchers' esoteric knowledge and experience.

- b. For the Reader

The reader will get more information and knowledge of the comparison between collaborative approach with PQRSST technique and scientific approach to developing reading comprehension.

F. Definition of key terms

To avoid misunderstanding concerning the use of terminology in the title of this research, the writer feels necessary to explain each terminology used. The terminology used in this research is a follows:

- 1. Collaborative Approach

Collaborative learning is a group learning process or two or more people that each member contributes to the information they have, to mutually enhance the understanding of all members.

2. PQRS technique

PQRS is an abbreviation from Preview, Question, Read, Summarize, and Test. Reading technique PQRS is a technique of reading comprehension that aims to understand some of the elements in the text such as main idea, structure, vocabulary and language features.

3. Scientific Approach

Scientific approach is an approach that must be applied at school. Scientific approach requires students to observe, ask questions, gather information or experiments, associate or process information and communicate. In learning that uses the scientific approach of students as a subject of learning and teacher as a facilitator.

4. Reading Comprehension

Reading comprehension is a process to make a sense of what you read and connecting the ideas in the text to what you have known and remembering what you have read.

5. Recount Text

A recount teks is a type of text that tells the past event about personal experience, historical event etc.

G. Organization of paper

Chapter I : Introduction

The first chapter provides the background of the research, research question, research objectives, scope of the research, significances of the research, definition of key term, and the last is organization of paper.

Chapter II : Literature Review

In this chapter, the researcher discusses the definition operational that focused on reading, reading comprehension, genre of text, collaborative approach, PQRS technique, scientific approach, and previous study.

Chapter III : Research Methodology

In this chapter, the researcher conveys the description of the research. It includes research design, research method, population and sample, research instruments, data collection technique and analysis.

Chapter IV : Findings and Discussions

This chapter delivers some findings and discussion. The researcher discussed about the result of the research, data analysis, testing hypothesis, the research question and discussion.

Chapter V : Conclusions and Suggestions

This chapter put on conclusions and suggestions. A conclusions covers all main point discusses in the research, while suggestions are for the further research.