

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the research, research question and hypothesis, objective of the research, scope of the research, significant of the research, definition of key term and organization of the research.

A. Background of the Research

Education is one of the crucial things for the development of the nation. Many efforts are made by the government for a better education. One of the efforts is updating the curriculum. In the curriculum 2013, students have to get not only the knowledge but also behavior and skill. The aspect of affective, cognitive, and psychomotor must begin in the hole of the learning process. As stated in the curriculum 2013 (*Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah(MTs))* that core Competence is designed in four inter-related groups, namely with regard to the religious attitude (Core Competence 1), social attitude (Core Competence 2), Knowledge (Core Competence 3), and application of knowledge (Core Competency 4). The fourth group was the reference to essential competencies and should be developed in integrative learning.

However, some schools have developed a learning process that makes use of the activities of observing, inquiring, collecting data, processing data, communicating, innovating, and inventing (*Kemendikbud 2013*). So English has been introduced at playgroups, elementary school, junior high school, as of education in Indonesia that use in the workplace.

There are four skills in English they are speaking, writing, reading, and listening. Reading is first of all, and mostly, the mechanical skill of decoding, of turning the printed symbols into the sounds which are language (McCracken and Walcott, 1969: 6). Of course, the reason we turn the print into sound is to get at the meaning. According to Clark and Starr (1986: 270-271), Reading is a difficult skill that takes you to master. For most of us, it is a skill we must continue to learn well into our adult lives. Undoubtedly most of your best students will not have mastered all the skill they need to become efficient, active readers, and some of the students will be right.

In reading, we can understand the kind of words. Therefore the student needs to practice reading because reading can help students' to understand get information. In this case, the student needs to master all part of reading text. It will help the student acquire the meaning of the ambiguous word, and answer to the question. In reading we got many essential things, by reading we can help our students' to understand a problematic vocabulary, and also can help them improve their reading comprehension, so then they can answer any immediate question.

Based on the 2013 curriculum, in this learning system focused on students, it means students must be more active disabled readers. Which one are more active in finding their information, so this will have an impact on students' academic abilities and values because this 2013 curriculum learning presented with lessons in its final form, but students are expected to organize themselves.

Finally, new problems will arise that affect the ability and educational value of students, because every students' has the different ability in reading comprehension, many students have difficulties in understanding the context of a

text. This phenomenon makes the students passive, and there is the problem while the teacher gives a question, gives a task, and then the teacher gives the instruction, students choose to keep silent, and not give an answer. The student needs the way to open their mind to share their ideas of the learning. They still get difficulties when the teacher gives the stimulus, which learns more complex, English material.

Realizing at this problem, the author tries other methods that can improve the educational value of students. The author tries to use methods that involve educators and students so that both have the same active role in the learning process. In this case, the author tries to use the Collaborative approach in the experimental class and uses Think Pair Share (TPS) technic.

According to the indicators of this learning problem, the researcher tries to apply the Think Pair Share technique to improve student reading comprehension in junior high school in SMPN 2 Haurwangi Cianjur. The reason researcher research used this technique is to take students interested in learning English. The study has a little "The Use Of Collaborative Approach and Scientific Approach to Improving Students' Reading Comprehension using Think Pair Share in Junior High School".

B. Research Question & Hypothesis

1. Research Question

Based on the background of the research, the research questions can be assumed as follows:

1. Is there any significant different between a collaborative approach and scientific approach in teaching reading comprehension?
2. How to implement a collaborative approach and scientific approach in teaching reading comprehension?

3. What are the difficulties of students in learning reading comprehension using a collaborative approach and scientific approach?

2. Hypothesis

Since this research is aimed to find out whether or not the use of a collaborative approach to improving students' reading comprehension of descriptive text, the null hypothesis, and the alternative hypothesis used. Null hypothesis and alternative hypothesis are as follows:

1. H_0 : There is no significant difference between the Collaborative Approach and Scientific Approach in teaching reading comprehension.
2. H_a : There is a significantly different between the Collaborative Approach and Scientific approach in teaching reading comprehension.

C. Objective The Research

According to the formulation of the research question, the objective of this research is as following:

1. To know whether there is any significant difference between Collaborative Approach different between Scientific Approach in teaching reading comprehension
2. To describe the implementation of a collaborative approach and scientific approach in teaching reading comprehension.
3. To know the difficulties of studentss in learning reading comprehension using a collaborative approach and scientific approach.

D. Scope of the Research

The research focused on investigating the use of Think Pair Share in Junior High School, and It is to find out the benefit of the use think pair share technique in teaching reading comprehension at VII grade's SMPN 2 Haurwangi and to figure out how the student responses until the end learn used of Think Pair Share.

E. Significant of the Research

1. Pedagogically

For teachers, this research can support them to develop students' reading comprehension. They will get a more attractive way to teach reading to make students more interested in the learning process.

2. Theoretically

The researcher hopes this research can be augmented to the theoretical treasure for other research to be proper research by using a collaborative approach and scientific approach. The research hopes this research can inform the students' reading comprehension and will be beneficial for teacher and other researchers. The research also can be a foundation for the next research.

3. Practically

For other researchers, this research can give them general knowledge about the implementation of a collaborative approach and scientific approach to improve students' reading comprehension using think pair share techniques.

F. Definition of the key term

In this research, the researcher has the key term are:

1. Collaborative approach

The collaborative approach is collaborative to work with others and focused on the skill student implement the function of reading in learning. Based on the principles of a collaborative approach, the teaching of reading should be directed to understand the meaning of the word. The focusing on teaching reading comprehension using Think Pair Share (TPS) technique

2. Scientific approach

The scientific method is an empirical method of knowledge acquisition, which has characterized the development of science since at least the 17th century. It involves careful observation, which includes rigorous skepticism about what observed, given those cognitive assumptions about how the world works influence how interprets a perfect. Scientific approach can be a point that an approach that can be used to trigger and push up the students' capabilities in the teaching-learning process through some phases or stages includes observing, questioning, experimenting, associating, and communicating.

3. Reading comprehension

Reading comprehension is the ability to process reading the text, understand the meanings, and to integrate with the reader knows. The skill of reading comprehension is to know the meaning of words, the ability to understand the meaning in context, especially about the text.

G. Organization of the Research Paper

This research paper is organized into five chapters, as follows:

Chapter I: Introduction: This chapter presents a general description of the area investigation. It consists of a background of the research, research question, hypothesis, objective of the research, scope of the research, significance of the research, definition of the critical term, and organization of the paper.

Chapter II: Literature Review: This chapter deals with the theoretical framework that is relevant to the study. In this chapter, the researcher provides some theories to the research. The research explains the definition of reading, aspect of reading, scientific approach, collaborative approach, teaching definition of think pair share technic to study.

Chapter III: Research Methodology: In this chapter, the writer, analyses of methodology covers research design, research method, population, sample, and instrument used for collecting data, research data analyses and research procedures.

Chapter IV: Result and discussion: This chapter provides the result of the study and discussion of the research finding. It is going to display the textual pieces of evidence then interpret the findings based on the research.

Chapter V: Conclusion and Suggestion: This chapter consists of two subchapters, which are present the conclusions and suggestions for the next research as well as for teachers based on the result found by the researcher.