

CHAPTER I

INTRODUCTION

This chapter presents introduction. Those include background of the research, research question, objectives of the research, significances of the research, and definition of key terms.

A. Background of the Research

Reading is an activity that can increase the reader knowledge or get a message through information written on a book, newspaper, magazine, social media, etc. Reading is important for the students, when they are undergoing their education.

In addition, Blachowicz and Ogle (2008) state that reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Harmer (1998) says that reading is useful for other purposes too, any exposure to English (provided students understand it more or less) is a good thing for language students. Tarigan (1990) defines that reading is process that is carried and use by readers who want to get the message the medium of words or written language. Based on the statement above, researcher assume that reading is an important activity to obtaining information from article or textbooks and to increasing knowledge. In addition, to get information and increase knowledge, reading is also a good thing for students to languages learning. Reading is also as activities to readers to get a message from the writers, so that the readers get the essence and purpose of a textbook.

Reading is one of four language skills that should be mastered by students. The benefit of reading can increase knowledge, improve speaking, writing, and listening skills. Reading skills also need comprehension of the text and students can understand the meaning of text by reading. Students have good reading comprehension if they have four reading abilities such as determining the main idea, guessing the meaning of words, finding detailed information, and making conclusions. Reading comprehension emphasize the reading process rather than the product after reading (Mikulecky & Jeffries, 1996; Feuerstein & Scholnik, 1995). Reading is really connected with genre of the text. One of kinds of text that students should know is narrative text.

Narrative text is a kind of text that tell the activities or events in the past. According to Anderson and Anderson (1997), Narrative is a piece of text, tells a story and, in doing so, entertains informs the reader or listener. Narrative text shows problematic experience and resolution; it gives moral lesson to the readers. Narrative paragraph is divided into two lands, imaginative story, such as short story, fable, novel and expressing narrative for example news report, biography, history (Keraf, 1984; Pardyono, 2007). Based on statements above, researcher assumes that narrative text is imaginative story to entertain and give moral message to readers from the story.

Based on the experience of researcher while doing research at Vocational High School Bandung Barat grade X, there are still most students who do not have good reading skills. The problem by most students is they do not know how to be able to read English text well and truly. The factors such as very limited vocabulary,

not interesting to learning English, not confident to read English text or book, not confident to show up the opinion, etc. Some researchers have done the research about difficulty of reading text, Albader (2007), Atikah (2009), Sasmita (2009), and Chung (2009) state of them researches convey that the students' difficulties in reading comprehension are vocabulary, grammar, and reading interest. Makar (2005) states that the students have difficulty correctly reading information. According to Snow (2013) that comprehension of longer text is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition.

Thus, after knowing and understanding the factors of the problem, researcher should be able to create the right, valuable and enjoyable teaching learning. The researcher should be able to design the effective teaching technique with the limited time. That is why, researcher must find solutions, design the effective and choose teaching technique that are suitable for teaching in classroom.

Here, the researcher was implemented a learning model classes using Scientific Approach with Cooperative Script Model. According to Abidin (2014), scientific approach is promoted as the main learning approach for all subjects, including English, in the 2013 Curriculum. Therefore, most of teachers use the scientific approach as a learning approach. To make learning more interesting and effective, researcher was combine cooperative script models as learning models. Cooperative Script is a learning model that can improve student memory (Slavin:1994). Cooperative script models can make students to argue or to express main idea of the text. Based on Dansereau (1985) cooperative script is a way of

collaborating in making handwritten manuscripts in pairs and verbally alternating in searching out the material being studied. Cooperative script models make students write down main ideas and make students to improve speaking skill and collaboration.

B. Research Questions

Research question inquire about the relationships among variables that the investigators seeks to know. The researcher provided 3 research questions:

1. How is the implementation of scenario in teaching reading narrative text using scientific approach with cooperative script model?
2. How does the students' respond toward teaching reading narrative text using scientific approach with cooperative script model?
3. What are the students' difficulties in teaching reading narrative text using scientific approach with cooperative script model?

C. Objectives of the Research

Objectives indicate the goal or objectives of a study. So as the goal of this research are:

1. To find out the implementation of scenario in teaching reading narrative text using scientific approach with cooperative script model.

2. To know the students' respond toward teaching reading narrative text using scientific approach with cooperative script model.
3. To identify the students' difficulties in teaching reading narrative text using scientific approach with cooperative script model.

D. Significances of the Research

Hopefully, this research can give many benefits for students, teachers and other researchers. This research can be the instruction for another teacher and researcher who wants to improve students reading skill.

1. For teachers:

May become a comparative study for other teachers in teaching reading. It can use this research for instructional materials. Teachers can find an interesting, useful and effective method in teaching reading.

2. For students:

Improving students ability to reading skills. Enjoying learning in classroom. Having more skills include group participation and leadership skills and critical thinking.

3. For English learning:

To know the learning model to teaching reading and to improve students' ability to reading skill.

E. Definition of Key Terms

Some key terms used in this research are as follows:

1. Reading

Reading is the activity of understanding an information or message conveyed by the author through books, text, newspaper, magazine, etc. Reading can also increase reader knowledge. Reading is a basic skill that must be possessed to learn language.

2. Narrative text

Narrative text is the narrative mode, the set of method used to communicate the narrative through a process narration. Narrative text is to amuse or to entertain the reader with a story. Usually, narrative text is imaginative that aims to entertain the readers.

3. Scientific Approach

Scientific approach is approach teaching that make students active in the learning process such as, observing, questioning, experimenting, associating, communicating. This approach is promoted as the main learning approach for all subjects, including English, in the 2013 Curriculum.

4. Cooperative Script Model

Cooperative script model is learning model that instruction students to work in pairs as readers and listeners, make summarize and tell the main ideas of material to the partners.

F. Organization of Research

Chapter I is introduction.

This chapter presents of background of the research, research questions, objectives of the research, significances of the research, definition of the key terms and organization of research.

Chapter II is literature review.

This chapter reveals about theoretical framework and previous studies. Theoretical framework discusses about definition of teaching, definition of reading, purposes of reading, type of reading, principle of teaching reading, definition of narrative text, generic structure of narrative text, language feature of narrative text, definition of scientific approach, steps of scientific approach, definition of cooperative script, steps of cooperative script, advantage of cooperative script and disadvantage of cooperative script.

Chapter III is research methodology.

This chapter explains of research method, research design, subject of research, instruments and data collection method and data analysis.

Chapter IV is result and discussion.

This chapter explains the result and discussion.

Chapter V is the last chapter.

This chapter presents conclusion and suggestions.