

## CHAPTER I

### INTRODUCTION

This chapter presents an introduction of the research, which describes the background of the research, research questions, aims of the study, scope of the research, hypothesis, clarifications of terms and organization of paper.

#### 1.1 Background

In this global era, to be a good world citizen, one is recommended to master English. Therefore, every country in the world sets strategies to keep improving its citizen's ability in communicating in English, especially in the countries where English has a role as second or foreign language.

Indonesians students meet some difficulties in learning English. The problem can be seen in formal academic setting, those are in teaching-learning of the four language skills: speaking, listening, reading, and writing. Each of the language skill has its own role in communication, thus every skill is important to be taught, including 'reading'.

'Reading', according Anderson (1999 ) is the an active process that involves the reader and the reading material in building meaning. Through the symbols, a language user interprets the writer's message. The more complex the symbols are, the higher reading ability.

Reading is a process to grasp the massage, which is conveyed by a writer through words or written language. Balkcom (1992) states that in the classroom, there are many students with different abilities. Sometimes, it can become problems in the

teaching and learning process. Those differences can make discrepancy among students. To face this reality, teachers should know the best way to make the variances to be a precious thing in the classroom. They can use their differences to learn together and support each other.

That phenomenon pushes the English teachers, also facilitators, to use the appropriate methods and media in order to increase students reading skill without decreasing student's motivation. In other words, the teachers' job is to try to increase students reading skill by giving students chances to get more reading practice, and the teachers should give those methods and media effectively. One of the most common methods used to solve the problem is 'Cooperative Learning'

According to Johnson and Holubec (1994) "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning." The argument is in line with Slavin's, which states that cooperative learning "is a variety of teaching method in which students work in small groups to help each other learn academic content."

Based on those two arguments, it can be concluded that 'Cooperative Learning' is the efficient method of teaching which optimizes the vary of students' potencies to improve the students' skill. It reveals that cooperative learning helps students in improving both social and academic skills.

There are some popular techniques of cooperative learning, those are 'Think Pair Share', 'Jigsaw', 'Round-Robin Brainstorming', 'Three Minutes Review', 'Numbered Heads Together', 'Team Pair Solo', 'Circle the Sage' and 'Partners'. Each of the technique is considered to have its own advantages and disadvantages.

Among those methods, in teaching English Numbered Head Together is considered has some advantages compare to the other methods. One of them is that it is useful for quickly reviewing objective material in a fun way and also can stretch students' mind.

Related to the case above, the researcher is interested to conduct an evaluation on the implementation of Numbered Head Together in teaching narrative text to students.

Although English has been taught to students in primary school or even in some kindergartens, students still have difficulties in improving the reading skill. As it was found from the result of the observation in the classroom, the most common problem in teaching and learning reading was when students feel difficult to read an English text because they did not understand the meaning of the words in the text.

Based on the explanation above, the title of this study is *Cooperative Learning in subject English Reading Skill (A Quasi-Experimental Study in a Private School)*

## **1.2 Research Questions**

In relations with the phenomenon above, there are two questions to be answered in this research, those are:

1. Are there any improvements in the student's outcomes after conducting cooperative learning method in English reading skill?
2. What are the advantages and disadvantages of cooperative learning in teaching English reading skill?

## **1.3 The Aims of the Study**

The aims of this research are as follows:

1. To find whether method of cooperative learning is improving students learning outcomes in learning English reading skill.
2. To find out the advantages and disadvantages in the implementation of cooperative learning.

#### **1.4 Scope of The Research**

In general, the research focuses in analyzing the effectiveness of using Cooperative Learning method in improving students' reading skill and describing the advantage and the disadvantages related to implementation of cooperative learning method in classroom activities.

#### **1.5 Hypothesis**

In this study, the researcher proposed a hypothesis according to Frankel and Wallen (1990) they state that hypothesis is a prediction of some sort regarding the possible outcomes of a study.” The Null hypothesis employed in this study states that the implementation of cooperative learning Numbered Head Together does not able to improve students reading comprehension.

#### **1.6 Clarification of Terms**

- Reading is an active process that involves the reader and the reading material in building meaning. (Anderson, 1999).
- Cooperative learning is a variety of teaching method in which students work in small groups to help each other learn academic content. (Slavin, 1994)
- Numbered Heads Together is one of components in cooperative learning that is use number as media to apply this method when discussion process. (Kagan, 1992)

## **1.7 Organization of the Paper**

This paper is organized into five chapters.

### **Chapter I**

This chapter contains introduction which discusses background of the study, statement of problems, scope of the study, aims of the study, significance of the study, hypothesis and organization of the paper and clarification of terms.

### **Chapter II**

This chapter includes theoretical foundation from the experts and previous researchers as the foundation of research investigation regarding the use of cooperative learning numbered head together to improve the student's ability.

### **Chapter III**

This chapter is about methodology of research employed in investigating the implementation of cooperative learning numbered head together usage in improving student's reading ability. The chapter focuses on research designs, subject of the study, data collection, and the procedure of data analysis and clarification of terms.

### **Chapter IV**

This chapter presents the finding and discussion of the study regarding the implementation of cooperative learning numbered head together to improve students' reading ability in answering the research questions. The presentation is organized based on the research question.



## Chapter V

This chapter includes the interpretation of the study's result in a form of conclusion and suggestion concerning the use of cooperative learning numbered head together to improve the students' reading ability

