

CHAPTER I

INTRODUCTION

This chapter describes about Background of the Study, Statements of the Problems, Purpose of the Study, Significance of the Study, Scope and Limitation of the Study, Definitions of Special Terms and Organization of the Study.

1.1 Background of the Study

Language is an important aspect for living in the world. Human being needs a language to communicate with the other, they cannot release from language. In fact, human being used language in conversation in daily activities. It made one person to another person could communicate and convey the meaning what they want to say.

According to Goldstein (2008:357), language is a system of communication using sounds or symbols. Through language, people can express their feelings, thoughts, ideas and experiences. It shows that language can be expressed not only spoken form but also written form. Spoken form can be seen by using language for communication with each other. Another is written form for writing skill.

With the same orientation, Richards (2001:156) stated that language is the idea of communication from an arbitrary system of symbols. It should use according to certain rules to create a meaning. Thus, language could be used in spoken form, written form or some other system. In this section, language has

a necessary role in human life; from language people know and to get information around the world.

(BNSP, 2006) mengatakan bahwa *bahasa memiliki peran sentral dalam perkembangan intelektual, sosial dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi.*

English as an international language has significant role for society, especially in Indonesia. English is widely used by society. English is a second language for society in Indonesia. English as a second language has been used not only as a communication but also English as a subject learned at schools. In fact, the students learn English starting from elementary school until senior high school. Besides, in curriculum, English take some hours in teaching learning process at school. It is to create competent students. However, to be competent student needs to master four English skills that are writing, reading, speaking and listening.

In addition, teaching learning process needs a learning process which can be active and creative student then can create a good situation and condition at the class. It has aim to reach purpose of the learning process. Furthermore, the teacher should make a good learning strategy through interesting methods and teaching material effectively. The teacher manages a time accurately, selecting the methods; choose an approach, prepare lesson plan, teaching material and source of the study, assessment paper, etc.

In fact, learning English in Indonesia is more memorizing than understanding. It cannot support to prepare the students to use English as a language for communication with the other and for academic purpose.

For example, most of the students always assume that English as a difficult subject for them. In this case, the teacher has full role more than the students in teaching learning process. When the teacher teaches, the teacher should give a chance for the students to find or to answer their task by themselves then share their opinion during teaching learning process. It can build active role of the students during learning process.

Reading is one of all English skills; it has an important role in education. According to Nuttal (1989:47) reading is process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the written language and the context is reading situation. It means that the readers do not only see and identify the words or the symbols, but also interpret what they read and get the ideas then get conclusion of reading text. The importance of reading is to get new knowledge and everything about changing the world from all aspects. From explanation above, in teaching reading especially reading comprehension the teacher should use appropriate techniques with teaching purposes.

Gema 45 Senior High School is one of all senior high schools in Surabaya. The researcher does PPL (*Program Pengalaman Lapangan*) during two months in the school. During two months, the researcher found that most of students at SMA GEMA 45 Surabaya especially eleventh grade students of social class have a less motivation to study English and reading becomes uninteresting and hard activity for them. The difficulties of the students in English subject especially in reading, can be seen when the teacher gives some tasks for the students to read a text then the teacher ask about the content or

information about the text, they only read and lack of understanding the content of the text which they read. So, they do not tell information well about reading text. Other facts are the students felt bore when they study at class and most of the students still difficult to understand reading text. Moreover, the students did not have motivation to study, especially English.

Regarding the fact above, the researcher is interested to conduct a research on the use of novel in teaching reading in cooperative learning for the research on the title of this research” Reading Instructional Model Using Novel In Cooperative Learning For Senior High School Students” . As far as the researcher’s knowledge, teaching reading novel using cooperative learning technique for senior high school is rarely to find. At least, according to Baroness (1998), novel can improve critical thinking of the children. Furthermore, the researcher choose novel in this research. In the present study, the researcher focuses on identifying teacher’s techniques; it includes the implementation of the techniques and the student’s response after the teacher teaching reading novel using cooperative learning techniques.

1.2 Statements of the Problem

From the research background, the researcher arranges statements of problem of this research. The problems of the study can be classified as follows:

- 1.2.1 How is the implementation of cooperative learning techniques for eleventh grade students at SMA GEMA 45 Surabaya?

1.2.2 How is the student's response after the teacher teaching reading novel for eleventh grade students at SMA GEMA 45 Surabaya?

1.3 Purpose of the Study

Related to the statements of the problem of this research, the researcher explains that the purpose of the study is to know the implementation of the techniques which are used by the teacher. The purposes of the study are,

1.3.1 To describe the implementation of cooperative learning techniques for eleventh grade students at SMA GEMA 45 Surabaya

1.3.2 To describe the student's responses after the teacher teaching reading novel in cooperative learning for eleventh grade students at SMA GEMA 45 Surabaya.

1.4 Significance of the Study

This research expected that the result of this research would be benefit for all people. Theoretically, the result of this research is expected enables English development which is used in this research as a support tool to do next research.

Practically, the result of this research can give some contributions to make a better in teaching learning especially English. It can provide information that is useful for the teachers, for the students, and for the researcher. This research is hoped to give some advantages:

For the students, it is expected that this research helps the students to get knowledge in using the theory of teaching reading and theory of cooperative learning.

For the teacher, it is expected that it gives example for the teacher related to techniques of cooperative learning in teaching reading novel.

For the next researchers, it is expected that they have understanding to teach reading in cooperative learning.

1.5 Scope and Limitation of the Study

Scope or limitation is the boundaries of the study. The scope in this research is focused on the techniques of teaching reading novel in cooperative learning for eleventh grade students at SMA GEMA 45 Surabaya. There are many things that can be studied concerning the techniques of teaching reading.

The limitation of this research are the implementation of techniques used by the teacher and the student's responses after the teacher teaching reading novel in cooperative learning during teaching learning process.

1.6 Definitions of Special Terms

1. Teaching is an interpersonal, interactive activity, typically involving verbal communication which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or

will behave. (Anderson and Burns (1989 : 8) In Educational Psychology book)

2. Reading is more than a visual task. The readers do not only see and identify the symbols, but also interpret what they read and get the ideas, judgments, application, and conclusion of reading text. (Anderson (1969)
3. Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.(Olsen and Kagan 1992:8)
4. Instructional Model is particularly useful for developing programs that blend technology, pedagogy and content to deliver effective and efficient learning (Kems (1978) in The System Design of Instruction Book)

1.7 Organization of the Study

This research that entitled” Reading Instructional Model Using Novel In Cooperative Learning For Senior High School Students” consists of five chapters. First is introduction that content of background of the study, statement of the problems, purpose of the study, significant of the study, scope and limitation of the study, definitions of special terms, and organization of the study. The second chapter, it includes about some theories which are correlate by this research. Theories as foundation do

this research. It can help to explain about identifying implementation of cooperative learning techniques in the next chapter. The next chapter is third chapter, it explains about the method of the study. It concludes research design, subject and object of the study, data collection technique, data collection procedure and data analysis. Chapter four is about analyzing the data of this research. In chapter four, the writer will analyze the data based on some theories. The data will be analyzed step by step accurately then giving explanation clearly based on the fact during teaching learning process and finding the implementation and the student's response after the teacher teaching reading novel using jigsaw and number heads together. After that, the researcher makes a conclusion of this research and explained in the fifth chapter. The next step is the writer will add appendixes and bibliography of George Eliot, the author of "*Silas Marner*" novel.