

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents: a) background, b) identification of the problems, c) limitation of the problems, d) formulation of the problems, e) the objectives of the study, f) significance of the study.

#### **1.1. Background**

Reading is the process of decoding written or printed language symbols, such as letters and words, to extract meaning and comprehend the information conveyed in the text. Reading involves recognizing and understanding the meaning of individual words, sentences, and entire passages to gain knowledge, gather information, or enjoy literary works. Engaging in reading activities fosters continuous growth and development of individual knowledge by expanding it over time (Senen et al., 2021).

Reading stands as the foundational skill upon which the entire formal education system relies. According to Moat (1999), the primary duty of schools is to instill the essential skill of reading in students. When individuals lack an interest in reading, they encounter difficulties in extracting information or knowledge embedded in textual content (Kamiliah, 2019). Contemporary research underscores the critical importance of mastering basic reading skills early in childhood, as failure to do so may impede future learning endeavors. The repercussions of low reading achievement extend beyond individual students, adversely affecting overall school performance and eroding public confidence in the education system.

A crucial language skill is the ability to comprehend written texts, as students need to understand reading materials effectively to succeed in their academic endeavors (Takaloo & Ahmadi, 2017). Within the realm of reading classes, the predominant emphasis is placed on activities geared towards comprehension. This emphasis stems from the understanding that students' proficiency in comprehending texts serves as a catalyst for knowledge development and acquisition of new information. Additionally, reading comprehension plays a pivotal role in assessing students' English language proficiency, particularly in significant evaluations such as final examinations, where reading often constitutes a substantial portion. During these assessments, students encounter diverse text types, and a deficiency in reading comprehension can potentially lead to subpar performance. Achieving success in examinations hinges on students' ability to effectively and efficiently comprehend various text genres. Hence, it is crucial for students to cultivate strong reading skills, ensuring their adeptness at grasping and understanding texts. This proficiency is not only instrumental for academic achievement but also essential for equipping students with the necessary tools to navigate and interpret the diverse range of texts encountered in their educational journey.

Based on the earlier provided information, it can be stated that understanding the message or content of a text is the main goal of reading in language teaching. Reading comprehension involves extracting meaning from a written text to achieve a thorough understanding of its content, rather than focusing on the meaning of individual words or sentences (Wolley, 2011, as cited in Mustika, 2020).

On the other hand, comprehending a text through reading is influenced by the motivation of the students. Poor reading or reading failure may be caused by lack of motivation in learning. Learning motivation is the drive or enthusiasm that encourages individuals to engage in and persist with the learning process. The students may read actively if they have motivation in reading. Motivation can be understood as an internal force within an individual that empowers them to adopt and guide an attitude. The phenomenon involves a rational interplay between motives and needs within a given context, serving the purpose of attaining the individual's intended goals. This process unfolds dynamically over time (Prihartanta, 2015). Motivation plays a crucial role in an individual's learning endeavors. Learning is impossible without motivation, in simpler term, the absence of motivation equates to a lack of learning activity (Prihartanta, 2015).

In general, the teacher found students' motivation toward reading is still poor. They can finish reading a book but they cannot comprehend the text well. The problems above may come up because of the monotonous reading comprehension activities in classroom, students sit in rows four hour and asked to pay attention to verbal input that make their learning motivation decreased. The activities do not tap students various need in trying to comprehend reading text. They neglect the nature of the students who are unique and different from one another. Comprehension process is also neglected. Since we know that 2013 curriculum applied in Indonesia is intended to allow students to understand what is written in daily content and access knowledge.

According to the information from the English teacher interview, numerous students scored below the minimum achievement standards in reading comprehension. This is illustrated in Table 1.1 below.

**Table 1.1**  
**Student's Score in Reading Comprehension**

No	Score	Frequency	Percentage
1	86 - 100	2	9%
2	75 – 85	5	22%
3	0 – 74	15	69%
		22	100%

Source: Teacher of English at MTs N 2 OKI in 2024

Drawing from the data above, the results of the reading test for eighth graders revealed that most students scored below the passing grade. The passing grade is 75. The scores of the students got from written test which was done by the teacher. KEMENDIKBUD (2017) stated that a written test is a test used for measuring cognitive skills. The writer found students' reading assessment in the preliminary study who got score more than 86 were only 2 students. Those who got between 75 and 85 were 5 students, and the other students got less than 75 from totally 22 students in that class. It means many students got under the minimum passing grade (*KKM: Kriteria Ketuntasan Minimal*) of reading. Moreover, the direct observation previously done in class when the teacher reviewed the lesson by giving them some questions concerning reading comprehension, only few of them could answer those questions and the others tented to keep silent.

Referring to the data above, it is evident that eighth graders at MTs Negeri 2 Ogan Komering Ilir struggled to understand the content of the reading texts. Many students encountered difficulties when dealing with English texts, which is a foreign language for them, as observed in the preliminary study.

Several factors contributed to the students' unsatisfactory reading comprehension results. Firstly, many students did not understand the meanings of numerous words in the text. Secondly, they were unable to grasp the content, making it hard to identify crucial information such as the topic, explicit and implicit details, and references. Thirdly, the students lacked knowledge of effective reading strategies and were not taught how to read properly. Additionally, the teacher employed a conventional teaching method, offering only brief explanations of the text. Lastly, the students were unmotivated, making the approach ineffective for promoting language acquisition. These issues significantly impacted the students' low reading achievement and need to be addressed.

To improve reading comprehension, a suitable teaching method is necessary, one that allows students to explore their ideas. Achieving good comprehension in reading is complex and requires effective methods. One such method is the Cooperative Learning Method. As Yassin et al. (2018) pointed out:

In cooperative learning, each group is tasked with both individual and collective learning responsibilities. This entails students actively sharing their knowledge within the group, and each student taking on the role of explaining their acquired knowledge to their peers. Consequently, group members engage in discussions to collaboratively accomplish assigned tasks, solve problems, or attain specific goals set by the instructor.

Therefore, it can be said that cooperative learning aligns with the idea that collaborative efforts in a group setting can enhance individual understanding and promote a deeper level of learning. It encourages communication skills, teamwork, and shared responsibility for the group's success. The collaborative aspect can be beneficial in preparing students for real-world scenarios where teamwork and effective communication are essential.

In light of the above description, the writer undertook a study titled “the effects of cooperative learning method and learning motivation toward the eighth grade students’ reading comprehension of recount text of MTs. Negeri 2 Ogan Komering Ilir”.

### **1.2. Identification of the Problem**

In congruence with students’ reading comprehension of recount text as observed by the writer, the problems that can be identified are as follows:

1. Students find some difficulties when they answer reading comprehension in classroom.
2. Students’ reading comprehension needs to be improved by improving students’ reading comprehension on recount text.
3. Students are afraid or reluctant to read loudly due to the lack of pronunciation skill.
4. Students do not know the purpose of the text. They cannot find general and specific information. Additionally, they do not understand synonym or antonym of a certain word and decide reference of the word in the text.
5. Students are rarely taught by using effective strategies. Teachers still use a traditional method as teacher-centered activities. Most activities are done by the teacher as source of knowledge. After the teacher explains the materials, he or she asks the students to write down the material on their books. So, the writer has to find out an appropriate method to improve students’ condition and overcome disability in studying.

### **1.3. Limitation of the Study**

This study is limited on the teaching of reading comprehension of recount text through cooperative learning method and its relation to intrinsic learning

motivation towards reading comprehension at the eighth-grade students of MTs. Negeri 2 Ogan Komering Ilir.

#### **1.4. Formulation of the Problems**

In this study, there are four main problems. The problems are formulated as follows.

1. Is there any significant difference in reading comprehension achievement between students who have high learning motivation and those who have low learning motivation taught using cooperative learning method of MTs. Negeri 2 Ogan Komering Ilir?
2. Is there any significant difference in reading comprehension achievement between the students who have high learning motivation and those who have low learning motivation in control group (without treatment) of MTs. Negeri 2 Ogan Komering Ilir?
3. Is there any significant difference in reading comprehension achievement between the students who have high learning motivation and those who have low learning motivation using cooperative learning method and control group (without treatment) of MTs. Negeri 2 Ogan Komering Ilir?
4. Is there any significant interaction effect of cooperative learning method and learning motivation towards the students' reading comprehension achievement of MTs. Negeri 2 Ogan Komering Ilir?

#### **1.5. The Objective of the Study**

Based on the formulation of the problem mentioned above, the objectives of this study are to find out:

1. The significant difference in reading comprehension achievement between students who have high learning motivation and those who have low learning motivation taught using cooperative learning method of MTs. Negeri 2 Ogan Komerling.
2. The significant difference in reading comprehension achievement between the students who have high learning motivation and those who have low learning motivation in control group (without treatment) of MTs. Negeri 2 Ogan Komerling.
3. The significant difference in reading comprehension achievement between the students who have high learning motivation and those who have low learning motivation using cooperative learning method and control group (without treatment) of MTs. Negeri 2 Ogan Komerling.
4. The significant interaction effect of cooperative learning method and learning motivation towards the students' reading comprehension achievement of MTs. Negeri 2 Ogan Komerling Ilir.

#### **1.6. Significance of the Study**

The result of this research is expected to contribute positively for those who have necessary in improving the students' reading comprehension. Those benefits are specified as follows:

1. For Teacher of English

The findings of this study will serve as valuable information to help them enhance their ability to select suitable methods for teaching reading.

2. For Students

Students can get better learning in improving their reading comprehension on recount text by using the outcomes of the research.



3. For the School

The school can get outcomes of this research, infected to others teachers so that they can use the research to improve the students' comprehension on recount text.

4. For Researcher

The researcher can use the outcomes of this research to enrich knowledge and increase source with regard to improve the students' comprehension on recount text.

5. For other Researcher

The findings of this study will provide insight into students' reading comprehension outcomes when taught using the cooperative learning strategy and will be beneficial for those interested in conducting similar research.