

CHAPTER I

INTRODUCTION

A. Background of the Study

Education also aims to form cultured humans, develop and change human behavior and prepare superior human resources (Hamid, 2018). English is one of the most widely spoken languages international languages. Therefore, anyone who wants to know about technological and scientific advances should have good command of this language, because it is widely used in almost all countries in the field of science and technology. In countries where English is neither the first nor the second language, English has been taught or learned as a first foreign language for practical communication purposes. In other words, it has been used for communication between two speakers who have different native languages and use more than one language as a second language (Tahrin et al., 2017).

According to (Maxom, 2009) speaking English is an essential skill classes, so it must be learned in school. Students can share their thoughts, feelings and ambitions with others. Moreover, students find it easier The reason for learning English at school is they have teachers and classmates to talk to.

Based on the previous discussion, Speaking is the most important skill in learning a language. When someone speaks to another person, they use language to communicate and generate feelings, thoughts, and knowledge. Therefore, students can easily learn to speak English at school because they have teachers and friends to practice.

English teachers have a powerful ability to empower students by imparting language skills that enable them to receive and exchange ideas, share knowledge of necessary skills, and collaborate within a global society (Sari, 2018) English is one of the foreign languages taught in classes in Indonesia. Indonesian government selects English as foreign language to be taught in elementary schools and universities. Communicating in English requires skills such as listening, speaking, reading and writing Listening and reading are input skills, speaking and writing are output skills. According to (Mahmuda, 2017). The process is mainly carried out in schools. School is a formal educational institution According to (Rusman, 2018) At school, there is a learning process. Learning is an instructional system that refers to a set of interdependent components to achieve goals, as a learning system includes a component including objectives, materials, methods, and evaluation (Hamruni, 2012). Learning activities are carried out by two actors: the teacher and the students. The teacher's action is to teach, and the student's action is to learn. The learning process in the classroom is an activity to transform knowledge, attitudes and skills (Whitney et al., 2017).

However, in the learning process, low Students' habits of reading and understanding writing in English cannot be said to be as cause of the teacher indifference. This returned to reading habit when students are still small, namely the more dominant role of parents in setting examples and shaping children's reading habit. Children become more interested and motivated to do things, if accompanied with examples and not just theory or telling, so that when the children's enters school age then teachers must also play a role in fostering and developing a desire to read which can then improve students' reading habit. Moreover, parents and teachers both have a very important role in shaping and improving children's reading habit. Therefore, this research only focused on the research of students' reading habit and reading comprehension, because the important of reading habit in students' reading comprehension. Reading is the ability to recognize visual forms, associate them with previously learned sounds and meanings, and understand and interpret their meanings based on that knowledge. Literacy is essential in today's society. Reading is essential for English language learners because it increases knowledge, vocabulary, and information (Salong, 2023).

The importance of reading ability in learning, it is necessary to have good reading habit to achieve good reading ability. It is supported by (Nurcahyanti, 2018) who state that the success of students in learning can be influenced by their reading ability. Meanwhile, according to Masduki and Warsah (2020:185) habit is the process of shrinking the response

tendency by using repetitive stimulation. Likewise states that reading habit Letter recognition should be inculcated in children from an early age so that the habit of reading becomes necessary and enjoyable for them. Therefore, reading is possible as long as there is motivation, enthusiasm, and motivation from students, teachers, parents, and other people around them. However, reading is not difficult as long as students can recognize the letters., but reading to obtain a useful outcome is a skill that needs to be worked on. In this case, what need to be done are students accustomed to reading, because by accustomed to reading students will gain extensive knowledge and comprehend from reading. Reading habit cannot be formed in a short time, but slowly correlation between students' reading habits and English reading comprehension ability at eighth grade students at SMP Negeri 27 Palembang and in a relatively long time or with the frequency of reading is very supportive of the formation of reading habit, so if the reading activity is done more often, the higher the comprehension the contents from the reading text.

(Rafi et al., 2021) Reading is an intellectual process that involves two key skills: the acquisition of word meanings and the ability to think about linguistic concepts. This opinion assumes that reading comprehension requires twice the concentration of the reader's mind during the reading activity. Readers respond actively by expressing the letter sounds and language used by the author Therefore, readers are required to be able to express the meaning of the text that the author wants to convey.

Regarding to reading comprehension, a good reader is a reader who can truly comprehend what has been read. However, this requires attention or concentration in ability that is very closely related to the knowledge of words and responsiveness to reading, so that reading habit show that students Have a rich vocabulary, sufficient vocabulary, and the ability to summarize. vulnerable will encounter difficulties in reading comprehension. Corresponding, reading without comprehend what is read is only in vain, while reading comprehension is important for students to add their knowledge. If students have good ability to comprehend the reading texts, students can get much knowledge from the text such as new vocabulary, and other knowledge.

Cooperative script is one model of collaborative learning. According to (Rafi et al., 2021), Komalasari argues that collaborative writing is a learning process in which students work in pairs and take turns summarizing orally the content they have learned. This opinion is consistent with Huda's Lambiotte, who states that collaborative scripting is one of the learning strategies in which students work in pairs and take turns orally summarizing parts of the learning content (Huda, 2014).

According to (Agus et al., 2022) a collaborative script is a learning model in which students speak orally in pairs and take turns summarizing parts of the material to be taught. On the other hand, A'la stated that collaborative scripting is a learning method in which students work in pairs

and verbally summarize some of the content learned in the classroom (Miftahul, 2011).

Reading habit refers to the number of times you read English texts within a certain amount of time. Simanjuntak, E.G.1988 R Rismayanti 2021. Reading comprehension of texts written in English is evidenced by the habit of reading English and the ability to correctly select the correct answer to the questions asked from the text. Students' English reading comprehension levels tend to vary. Competence refers to the natural attitudes and learned skills needed to successfully complete a task. (Patel & Jain, 2008). Reading activities need to be socialized from an early age. Children start by recognizing letters. Make reading a necessity and fun for your students. Reading can be done anytime and anywhere if you have the desire, passion and motivation. If this is true, expected reading may become an inseparable part of life, just like the slogan "There is never a day without reading." This course requires persistence and continuous training to train your reading habits, especially to achieve English reading comprehension. Reading comprehension is the speed at which you can read and understand all content.

SMP Negeri 27 Based on the initial observations of 8th grade students in Palembang, it cannot be said that the decline in English reading habits and reading comprehension is due to the negligence of school teachers. However, this may be due to their reading habits during their student days.

Children are more interested and motivated to do something when examples are shown and explained rather than theories. When children reach school age, teachers are tasked with instilling an interest in reading, which can improve students' reading habits. Reality shows that the final exam school questions (UAS) are the most demanding in terms of finding and determining the main text, reading figures, plot, message, setting, etc.

For this reason, researchers want to investigate the causes of students' reading comprehension problems and how this affects their reading habits and comprehension in high school. Information about the Minimum Standards of Completeness (KKM: Kriteria Ketuntasan Minimal) was found for her 8th grade subjects in SMP Negeri 27 Palembang 75. Looking at the number of students who are still more value than expected. This can be observed from the participants' daily test scores in eighth grade at SMP Negeri 27 Palembang which only achieved the Minimum Completeness Criteria, namely 43,24 % or 16 participants from 37 participants. Students who do not meet the minimum completion standards will be 56,76% or 21 participants from thirty seven participants. Without an understanding of advanced reading comprehension, students may have difficulty answering such questions. The researchers chose Cooperative Script Learning Method, The researchers also included reading habits and comprehension skills in the study as they found that the challenge of the 8th grade students at SMP Negeri 27 Palembang School was reading. Students lack vocabulary. Also, my pronunciation when reading English sentences

becomes worse. Researchers believe that reading habits are also a fundamental issue in reading comprehension. Therefore, you need to improve your English reading comprehension. This will definitely affect the reading comprehension of the 8th grade students of SMP Negeri 27 Palembang School. This is triggered because of the learning system The English used by educators when teaching in of eighth grade students at SMP Negeri 27 is still used conventional learning. This makes the thinking power of the students not develop maximally. The teacher uses the lecture method to provide subject matter so that learning becomes monotonous. Students sit and silently pay attention to the material delivered by the teacher. Teachers are more active, and students become passive. One of the steps that can be taken in developing teaching and learning activities is that teachers must master and develop learning using learning cooperative script learning method and reading habits. two of those methods or models, as mentioned previously, are cooperative script learning method and reading habits.

Based on a preliminary study on XI of SMA Negeri 4 Parepare, researchers found that students still have many problems in learning English, especially in reading comprehension. The researchers asked questions about reading comprehension questions and then asked school English teachers for data and information about their students' reading comprehension. Additionally, researchers interviewed Dr. Nuria Bedu. She is an English teacher. She said that Reading Habit 5 supports poor

English reading habits and that high school level reading comprehension is not due to the negligence of school teachers. However, students find it difficult to read long texts and would rather read short texts. This happened because they had a habit of not matching their reading with their interests. On the other hand, my reading comprehension was lacking, and it was still difficult for me to grasp the outline of the text. Therefore, students confuse certain words when reading texts.

As for cooperative script learning model, the role of students too active during group discussions in pairs reading and summarizing the material given by the teacher and add the main ideas to the summary accordingly each other's ideas. But when the teacher gives a problem in discussion student role groups tend not to think creatively seen from the way students present the results of their discussions, the way they are almost exactly the same as the group other. Based on the problems faced by eighth grade students at SMP Negeri 27 Palembang and previous studies with regards to Cooperative Script Learning Method, the researcher aims to conduct a research with entitled **“The Influence of Cooperative Script Learning Method and Reading Habits on Students' English Reading Comprehension of Eighth Grade Students at SMP Negeri 27 Palembang”**.

B. Limitation of the Study

Due to the limitations within the writer regarding abilities, time, and funds and so that this research is more focused, then from the several problems that have been identified above the authors limit the problems to be examined only on **“The Influence of Cooperative Script Learning Method and Reading Habits on Students’ English Reading Comprehension of Eighth Grade Students at SMP Negeri 27 Palembang”**.

C. Formulation of the Problem

Based on the background above, the researcher would like to formulate the research question as follow:

1. Is there any significant influence of cooperative script learning method toward students’ english reading comprehension?
2. Is there any significant difference in reading comprehension between the students who have low reading habits taught by using cooperative script learning method?
3. Is there any significant difference in reading comprehension between the students who have high and low reading habit taught by cooperative script learning method?
4. Is there any significant interaction effect of cooperative script learning method and reading habits toward students’ reading comprehension?

D. Objectives of the Study

The desired goal in this research is to analyze whether or not:

1. There is a significant influence of cooperative script learning method toward students' english reading comprehension.
2. The significant influence in reading comprehension for the students who have low reading habits taught by using cooperative script learning method
3. The significant influence in reading comprehension between the students who have high and low reading habit taught by cooperative script learning method
4. The significant interaction effect of cooperative script learning method and reading habits toward students' reading comprehension

E. Significances of the Study

Based on the research objectives mentioned above, the results of this study are expected to contribute three benefits, namely:

a. Practical Goals

Theoretically, this research contributes to the development of knowledge, especially in the field of english namely;

1. Provide an explanation of the relationship between the

cooperative script learning method and reading habits on reading comprehension of eighth grade students at SMP Negeri 27 Palembang.

2. This research is expected to contribute in the future to the development of science by describing the factors that can affect students' English reading comprehension.

b. Scientific Purposes

This research is useful for institutions or organizations in order to improve students' English learning achievement and determine the model of increasing students' English reading comprehension.

c. Long Term Goals

This research is expected to explain the causality or relationship between the cooperative script learning method and reading habits on reading comprehension English of eighth grade students at SMP Negeri 27 Palembang.

F. Hypothesis of the Study

This research is about the effect of Cooperative Script Learning Method and Reading Habits on Reading Comprehension English of Eighth Grade Students at SMP Negeri 27 Palembang. Therefore, the results will explain the following hypothesis:

1. There is a significant influence of Cooperative Script Learning Method toward students' English Reading Comprehension.

2. There is a significant influence of Reading Habits toward students' English Reading Comprehension.
3. There is a significant difference in reading comprehension between the students who have high and low reading habit taught by cooperative script learning method.
4. There is a significant interaction effect of cooperative script learning method and reading habits toward students' reading comprehension

G. The Criteria for Testing Hypothesis

Testing this hypothesis using statistical tools with multiple linear regression method, because of the influence of the independent variable on the dependent variable, the main purpose of the regression is to estimate the mean and the value of the dependent variable based on the value of independent variables, to test the dependence of the characteristics of the hypothesis, and to predict the mean value of the independent variable based on the value of the dependent variable is outside the range of the sample. By looking at the goals and research hypothesis, the use of the analysis model is to look at the Cooperative Script Learning Method (X1) as the independent variable and the Reading Habits (X2) as the dependent variable on Reading Comprehension (Y), and by knowing the correlation between variables.