

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

English is a lingua franca. It is existed almost in aspects of international life; those are in trade, science, diplomacy, education, travel, and so on. This explains why in many countries English is a compulsory subject in all levels at school. Therefore, Indonesia also points that English should be thought at school, mostly in formal school. There are four skills in English; speaking, listening, writing, and reading. In senior high school, students are expected to understand the meaning of functional text and short essay in descriptive, narrative, recount and should be able to read aloud with acceptable pronunciation and intonation. On the other hand, students must comprehend the text deeply as in national standard for examination. Comprehending reading passage is not an easy way for students. Comprehending reading passage becomes a significant reading problem, and the problem is felt to lie in comprehension or general reading achievement.¹

Nowadays, education is urged to follow the movement of global era. Teachers should be able to teach students with varies of methods. In SMA Ar-Risalah Lirboyo Kediri, the teacher still teaches using one method. In other words,

¹ Timothy V. Rasinski, and Nancy D. Padak, *From Phonics to Fluency*, (USA: Pearson Education, 2008), p. 2.

she teaches reading by just explaining and giving the meaning for each new vocabularies to students. Students ask teacher directly, and then teacher answer it. After that, she asks students one by one to answer the worksheets given. Sometimes, she gives chance for students to answer the worksheets as they can. In addition, she gives assignment for students to be submitted when the class ends. These effect students who have good skill are always active to learn in class. This is in contrast to students who have lack skill tend to be passive to learn in class. Some students do the assignment as it worth, but the rest students only make some noises. Most of them do not understand the reading text and cannot find the information given. Thus, in that situation, teacher should be able to apply different method to succeed the learning process for all learners because learning activity is due to all students' level in class.

Based on the reasons above, the researcher proposed the use of Blooming Worksheet structure as a solution to overcome those problems. Blooming Worksheet is one of Cooperative learning structure where a series of questions are discussed via group area. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and filing gaps in each other understanding. Cooperative works rarely replaces teacher instruction, but rather replaces individual seatwork, individual study, and individual drill. Teaching using cooperative learning is intended to

grow realization that students need to learn to think, to solve problems, to integrate and to apply knowledge and skills.²

There were several researches conducted by several researchers, the first research was conducted by Rizky Christalia, 2011 under the title the effectiveness of teaching reading using KWL (Know-Want-Learn) strategy to the tenth grade students of MA-Arrahmah Papar Kediri. The result of the strategy was effective to improve the students' value in reading. The second research was conducted by Aini Fatmawati, 2011 under the title the effectiveness of numbered heads together to improve reading comprehension at the second year students of MTs Raudlatul Thalabah. The result of the strategy was the experimental group had better value than the control group. The third research was conducted by Idayanti, 2011 under the title the effectiveness of Collaborative Strategic Reading (CSR) on the improvement of students' reading ability in hortatory exposition texts at the eleventh grade of MAN Purwoasri Kediri. The result of the strategy was the students thought by the strategy got better score than those without the strategy. The fourth research was conducted by Dewi Nur Afifah, 2011 under the title the effectiveness of using vocabulary games in the computer in teaching reading to the second year students of MTsN Kanigoro. The result of the research was the scores of students' increased. Based on the explanation above, this study is conducted under the title **“Improving the students' reading comprehension through Blooming Worksheet structure to the tenth grade students of SMA Ar-Risalah Lirboyo Kediri.”**

² Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, (Boston: Allyn and Bacon), p. 2.

B. Statement of the Problem

Related to the background of the study on this research, the researcher states the problem of the study as follow: "Can Blooming Worksheet structure improve the student's reading comprehension to the tenth grade students of SMA Ar-Risalah Lirboyo Kediri?"

C. Objective of the Study

Generally, this study is proposed to improve the students' capability in comprehending reading passages of the tenth grade students of SMA Ar-Risalah Lirboyo Kediri. Particularly, in accordance with the problem formulation above, the objective of the study is to know whether Blooming Worksheet structure can improve the students' reading comprehension to the tenth grade students of SMA Ar-Risalah Lirboyo Kediri.

D. Significance of the Study

The researcher hopes that this research will be useful for the English teachers, students, other researchers, and even to the researcher herself. For the English teacher, this research is applied with different methods in learning reading. Hopefully, the result of the research can be input in teaching English process, especially in reading comprehension. For the students, this research will give new experience in reading comprehension through Blooming Worksheet structure. Next is for the other researchers, this research can be further developed

to the following research. The last is for the researcher herself, hopefully this research is able to give new knowledge in education.

E. The Scope and Limitation of the Study

The scope of this study is in teaching reading using Blooming Worksheet structure. It is one Cooperative learning structure. For there are many types of cooperative learning approach but in this study, the researcher uses Blooming Worksheet structure to conduct the research. This study is limited in class X-A with 24 students in the class. The students in class A are from different background and ethnic. They are all girls who live in a dormitory. Some of them tend to make a friend with only from the same background and ethnic. The theme that is tenth grade students taught by the researcher is based on students' lesson on second semester. It focuses on narrative text which is based on competence standard of KTSP (School Based Competence).

F. Definition of Key Terms

To avoid misconception on some terms in this study, the key terms are defined as follows:

1. Blooming Worksheet

Blooming Worksheet is one of Cooperative learning structure where teacher gives some questions to be discussed by the students via group. These questions should be open ended with more than one correct answer. Each teammate is responsible for facilitating the discussion of a specified

question. Completed questions are compiled and posted to the main discussion board for a comparison to other team responses and further discussion.³

2. Student

Students are the objects of the teaching and learning process. The students in this research here are the students of tenth grade of SMA Ar-Risalah Lirboyo Kediri.

3. Reading achievement

The capability of students to read a text in order to find and know the information of the passages before and after using Blooming Worksheet structure. Reading skill will be measured by the test after giving some treatments using Blooming Worksheet structure. The result of the test will be presented in the form of score.

³ Diana F. Dell, *Adapting Kagan Cooperative Learning Structures To Asynchronous Online Learning Communities*, (Missouri: 2003), pg. 12-13, retrieved on 29th September 2012 from <http://www.kaganonline.com/AboutKaganFrame.html>.