

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of the study, the significance of the study, the hypothesis of the research, the scope and the limitation, and definition of the key terms.

A. Background of the Study

In this modern era, English has a significant role in learning foreign language. This is because, there are too many challenges that faced by foreign students in the entire subject especially in education and working. One way to solve this problem is by improving the students' ability in understanding English well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. In Indonesia, English should be taught of school as at junior high school, senior high school and university. To have English teaching successful, some factors such as quality of the teacher, school buildings, library, and books must be considered. Furthermore, teaching and learning environment is also important.

There are some aspects that should be considered in mastering English. There are four skills and the four components of English language. The four skills are listening, speaking, reading, and writing. The four English components are pronunciation, vocabulary, fluency and grammar. However, the most important thing of those skills is reading. Reading will support other skills such as Speaking, Writing and Listening. They are considered to be essential as a basic of language

learning. So, Reading is very important for study purposes, careers, or simply for pleasure. By reading, we can get much information and pleasure. Based on the researcher' experiences when the researcher took teaching practice (*PPL*) in SMA N 6 Kediri, almost all of the students got difficult to understand the materials of the English lesson, because they are lack in mastering reading. So, teaching English especially reading needs a method to make the students interesting to study English and to build up the understanding of students in learning English.

The writer thinks that it will be better to give variation in teaching reading by using strategy. There are many ways to improve the students' reading ability, one of which is by applying the cooperative group investigation (CGI). This strategy is instruction that has students working in the group, so the students can communicate with the friends in their group. Group work's has more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. Cooperative group investigation is one of the good methods for individual practice in active teaching. In this method, student is hoped more active in the classroom, and student can understand the content of the text. So, it is very useful for increasing students' interest and motivation in learning English, so the teaching learning process will run better.

Based on the background study above, the researcher intends to conduct a research entitled "The Effectiveness of Cooperative Group Investigation (CGI) In Teaching Reading at the Second Grade of SMA N 6 Kediri".

B. Research Problem

Based on the problem identification above, the writer formulates the research problem of the study as follow:

“Is the cooperative group investigation effective or not in teaching reading at the Second Grade of SMA N 6 Kediri?”

C. The Objective of the Study

“To find out the cooperative group investigation effective or not in teaching reading at the Second Grade of SMA N 6 Kediri.”

D. The Significances of the Study

This study hopefully can give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, teachers and for the next researchers.

1. For the students, they will get stimuli that study English is fun and active. On other hand, they will get motivation and enjoy for studying English especially in reading.
2. For the teacher, the result of this study will help the teacher in choosing technique that can motivate students for studying English. This research will be one of the simplest techniques to create attractive and active class in English language classroom especially in reading.
3. For the researcher, the researcher could be a teacher; the result of this study will be a very beneficial knowledge that can be used when the writer becomes a teacher in the future.

E. Hypothesis of the Research

The hypothesis of this study is:

H_i : The cooperative group investigation is effective to Teaching Reading Comprehension at the Second Grade of SMA N 6 Kediri.

F. Scope And Limitation of the Research

This study focuses on the teaching reading comprehension. This study focuses on material of the second grade of senior high school. Especially, on the recount text. The subject of this study is SMA 6 Kediri in second grade of first semester for academy 2016/2017.

G. Definition of the Key Terms

To avoid misunderstanding between the writer and the readers, here there are some definition of the key terms that are gave the readers explanation of the difficult words in this research.

1. Effectiveness

In oxford advance learners dictionary it is stated that the words “effective means: having an effect; able to bring about the result intended; making a striking impression; actual or exiting.”

2. Cooperative Group Investigation

Cooperative group investigation is a method of instruction that has students work together in groups, usually with the goal of completing a

specific task. Cooperative group investigation is one of the good methods for individual practice in active teaching.¹

According to the statement above, cooperative group investigation is an effective organizational medium to encourage and guide students' involvement in learning students share actively in fluency the nature of events in their classroom.

3. Reading Comprehension

Reading comprehension is a complex behaviour which involves conscious and unscious use of various strategies, including problem solving strategies, to build a model of meaning which the writer is assumed to have intended.

¹Muijs Daniel and David Reynolds, *Effective Teaching* (Yogyakarta: Pustaka Pelajar, 2008). 81