

CHAPTER I

INTRODUCTION

A. Background

Reading is a process to understand texts meaningfully and associate it with the reader's prior knowledge. As Hedgcock & Ferris (2009) stated that it is an active and complex process in using readers' knowledge to find the meaning of the text by combining the information from a text and their own background knowledge. Furthermore, if the text in different language as the readers' native language, in this case English, it will be more challenges to understand it. Therrien (2006) states that many students have difficulties on reading fluency and got difficulties in understanding the text, finding the main idea, supporting ideas, or even the content of the text by themselves. Thus, in teaching reading, the teacher could introduce some ways to cope the challenges occurred during English language classroom.

There are some ways that could be introduced to the students to cope with the challenges in understanding text in English classroom. One of the ways applied by Naidu, et al (2013) was identifying the topics and main idea where it was activated EFL learner's ability in understanding the text. The research showed that through identification of topics and main idea the students were assisted in grasping the meaning in the text. Another, the teacher could introduce cooperative learning since it encourages learners to work the task by expanding their social skill (Kamil, 2004 in Rice, 2009).

Yavuz & Arslan (2018) studied the effect of cooperative learning compared to traditional learning toward English language skills (vocabulary, grammar, listening, and reading). Yavuz & Arslan's study revealed that there was significant development on those skills after applying cooperative learning in the class. However, their study only focused on the result of post-test achievement since this was conducted using quantitative method. Since the previous studies concern more on the result of using cooperative learning in reading comprehension, it is still rare to find study that investigated challenges and advantages from students' view. Thus, this study aimed at exploring the challenges and advantages faced by students in reading by cooperative learning in EFL classroom.

B. Formulation of the Problem

This research has a formulation of the problem, "What are the challenges and advantages undergone by the students in reading by cooperative learning in an EFL classroom?"

C. Operational Definitions

To avoid misunderstanding and to clarify the point of the research, the researcher needs to explain the technical terms, as follows:

1. Reading activities : It is an activity of understanding text, processing text data, and combining with the knowledge of the readers, to improve the readers' ability to process the information.

2. Cooperative Learning Approach : is an approach that involve social environment as a place for students to learn and expand their knowledge while interacting with others socially.

D. Aim of the Research

The aim of this research is to know the challenges and advantages undergone by the students in reading through cooperative learning in EFL classroom.

E. Uses of the Research

1. Theoretical Uses

Theoretically, this study will expand the pedagogical approach of using cooperative learning as a help for teaching reading comprehension.

2. Practical Uses

The study will serve the teacher with a potential technique, Cooperative learning, in teaching reading comprehension.

3. Empirical Uses

This research will provide empirical insights into how to teach vocational high school students by using Cooperative learning.