CAPTER I

INTRODUCTION

1.1.Background of the Study

Nowadays, English is global language that is need by many people. Most of people from various nations use English as standard language or international language. In formal education, English is one subject learned by students. So that students are supposed to master English by practicing and learning them to get information.

In Indonesia, English is one of important language that is for developing knowledge. In addition, English is one of ways for Indonesian to join in international competition in getting job and higher education. Moreover, at the end of 2015, ASEAN Economic Community (AEC) is running in Indonesia so that the competition will be tight not only in economic sector but also in education (Pratama & Wibowo, 2017:222). Thus, people especially for students have to run faster to master English language so that they do not lose with other students from other nations. Those are the importance of English for people.

In English language, the four necessities in language or commonly known as the four skills- listening, speaking, reading and writing, plays a vital role in any language learning quest. The four skills are the pinnacles of language which will take you to greater heights (Sadiku, 2017:29). According to Noor (2011:2) reading is one of skill that is difficult activity

for some students. It is because reading needs some combination abilities such as vocabulary mastery and tenses for get information from text or text book. Not only them, but also inside motivation from students also influence the student understanding of the point of text or textbook. Reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. The ability to read is at the heart of self-education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education.

In senior high school, students have to learn and interpret many types of text such as descriptive text, announcement text, recount text, analytical exposition text, and procedure text. In general case there are many problems that influence students' reading skill. Vocabulary of new words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a written passage in order to be able to decode the message.

Working memory, the students often complain of the fact that they cannot recall the information they just read. They need to hold the information in working memory long enough for the information to be more extensively processed, and often some of them lack it.

Absence of extensive reading, students read a little or nothing. This is considered to be a great obstacle for students to comprehend a written text. These are the aims of the study, and the results are presented in the

following. If a breakdown occurs in one of the aspects mentioned above then the students usually fail to decode a text, and analyze its meaning, which often results in reading comprehension problems and failure. In addition type of text is another factor that influences a lot reading comprehension (Shehu, 2015:93). It is considered to be one major barrier. Some texts are easy to be perceived some others are very difficult.

From problems above, those occurred at Eleventh Grade of SMK N 1 Batealit in the Academic Year of 2019/2020. After the writer had interviewed with English teacher of SMK N 1 Batealit, the writer concluded that most of students did not understand the meaning of the vocabulary. It made students cannot do test or interpret contain of text. Collaborative learning technique is one of technique that is believed to improve students' reading skill. Based on research of Tauhida (2010), Rahman (2015), Zakaria (2019), Nejad (2015), Abbasnezhad and Zoghi (2016), the result of collaborative learning technique can improve students' reading skill. Collaborative learning technique has come to mean students working in pairs or small group to achieve shared learning goals. It is learning thought group work rather than learning working alone. Base on the above introduction the writer would like to make a research in title "The effect of using collaborative learning technique to improve students' reading skill at eleventh grade of SMK N 1 Batealit in the academic year of 2019/2020".

1.2. Statement of the Problem

In this research, the problem statement which becomes main discussion is as the follows:

"How is the effect of using collaborative learning technique to improve students' reading skill at Eleventh Grade of SMK N 1 Batealit in the Academic Year of 2019/2020?"

1.3. Objective of Study

Based on the problems stated above, the purposes of this study:

To examine the effect of the collaborative learning technique to improve students' reading skill at eleventh grade of SMK N 1 Batealit in the academic year of 2019/20120.

1.4. Scope of the Study

There are many methods or techniques that can improve students reading skill. In this research, the researcher focused using collaborative learning technique to improve students' reading skill at eleventh grade of SMK N 1 Batealit in the academic year of 2019/2020.

1.5. Significant of Study

1.5.1. Theoretically

The study would give point of view about the effect of Collaborative learning technique to improve students' reading skill, so the information would be a reference for the next researcher to conduct such similar research.

1.5.2. Practically

1.The student

 a. To motivate students in improving their reading skill by their selves.

 b. To improve students skill in reading by using collaborative learning technique.

2.The teacher

 a. To give information about how to apply collaborative learning technique in learning process.

 b. To develop reading ability by using collaborative learning technique.

 c. To help teacher to solve problems in the teaching learning process.

3.The Researcher

 a. To make researcher can apply the technique in classroom activity and get experience in teaching English.