

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the study includes the research background, problem identification, research limitation, research question, research objectives, and significance of this research.

### **1.1 Research Background**

Learning is the process of achieving knowledge, skill, and performance (Abdelrahim et al., 2019). In fact, the less successful learning process can cause students to be less interested in learning because of the lack of learning activities, interaction in the learning process, and student preparation to participate in teaching and learning activities. The effectiveness of the teaching process is highly dependent on the selection and use of methods in learning. The right learning methods for students must be selected to create an effective and efficient teaching and learning process and to support the achievement of teaching and learning objectives. Furthermore, choosing the right method can help students become active and increase student activity when participating in teaching and learning activities in the classroom (Khorri & Ahmad, 2019). An example of a learning method that can be applied in class is the Collaborative learning method. The main purpose of the collaborative learning method is to improve students' achievement in studying English especially reading skills (Khorri & Ahmad, 2019). Le et al (2018) also stated that all teachers use collaborative to develop

both cognitive and improve collaborative skills students and problem solving skills.

The term "collaborative learning" refers to a set of teaching and learning practices that encourage students to work together in small groups to improve their own and each other's learning (Le et al., 2018). Collaborative learning encourages students to express themselves to other students and communicate to gather actively to achieve the desired learning goal (Handayani et al., 2019). Implementing collaborative learning can help students build knowledge while also encouraging their participation and motivation in the learning process. Students' knowledge and abilities can be developed through collaborative learning due to their interaction. Interactions with other students may assist students in constructing deeper and more meaningful knowledge. When students are encouraged to share their ideas, knowledge and experience with their peers, and so on, it becomes even more effective in the teaching and learning process (Ghavifekr, 2020).

Reading is one of the most important skills for English language learners. Learners will make more progress and development in all other areas of learning if their reading skills are improved (Ismail et al., 2017). Reading is characterized as a fundamental ability that has a significant impact on individuals' lives and plays an important role in their environmental adaption (Akyol & Ketenoğlu Kayabaşı, 2018). Reading improves reading comprehension and helps students think critically, which is beneficial in every subject study in this study (Whitten et al., 2016). Reading becomes more effective and meaningful when readers connect their ideas, experiences, and beliefs. Students can absorb information and

knowledge by possessing the reading skills to comprehend sections, textbooks, and references written in English.

The teacher's role in teaching reading is to assist students in achieving the objective of motivating them to read by selecting or producing appropriate texts and establishing the strategy for teaching reading in the classroom. The teacher should be able to develop effective classroom processes by creating a new environment that allows students to take a more active role in the classroom. Because of many teachers encourage their students to read independently to improve their reading comprehension, vocabulary, general knowledge, and cultural awareness. On the other hand, the activity of reading sometimes causes students to feel bored. Teachers can interest students in reading activities in various ways, including using collaborative learning.

This research studied how the teacher implemented the collaborative learning method in reading activities in online learning. Through online learning, students can still face to face with their teacher and friends in a video conference such as Zoom meeting or Google meet. Research on the collaborative learning method has been conducted many times in Indonesia. To support this study, empirically, some researchers had the same study about collaborative learning method and reading such as Christyanti et al., (2020) conducted research about the effect of using the collaborative learning method in SMAN 13 Kabupaten Tangerang. Second, Pandonge (2017) have researched the collaborative learning method's result at the eighth grade students. Third, Putri et al (2017) researched about Collaborative learning at SMPN 5 Cimahi. Handayani et al (2019) also conducted the research on the use of Collaborative learning in college at

Universitas Mahasaraswati Denpasar. Fifth, Fitriyeni (2019) had proposed research aimed to improve students' reading comprehension using pictures and application of collaborative learning method. Le et al (2018) also had done the research entitled Collaborative learning practices: teacher and students perceived obstacles to effective student collaboration. However, No previous researchers conducted the research on the use of collaborative learning in teaching reading activities, especially through online learning by the teacher in teaching reading in Buleleng district precisely at SMPN 4 Busungbiu. The proposed research wanted to conduct this research in Buleleng district, Busungbiu sub-district precisely at SMPN 4 Busungbiu. The proposed research studied about the way the teacher implemented a collaborative learning method in reading activities through online learning and the difficulties found by the teacher in implementing collaborative learning method in teaching reading activities in different classes.

### **1.2 Problem Identification**

The problems identified in EFL students in SMPN 4 Busungbiu Singaraja

1. Students have demotivation to do reading activity because they lack interest and enthusiasm for reading.
2. Students have limited learning facilities used to learning how to read English texts attractively.
3. Students face difficulties in reading comprehension because they had poor prior knowledge of comprehending English text.
4. Students have limited vocabulary mastery.
5. Students have not been introduced to various ways to make students feel interested in reading.

### **1.3 Research Limitation**

This research's limitation lies in students' reading on the use of collaborative learning method by the teacher in teaching reading through online learning in SMP N 4 Busungbiu in the academic year 2021/2022. Moreover, the reading texts observed were Narrative text and Report text.

### **1.4 Research Questions**

Based on the background of the study above, there are two research questions as follows :

1. How is collaborative learning method implemented for teaching reading activities through online learning in SMPN 4 Busungbiu?
2. What difficulties are found in implementing collaborative learning method in teaching reading activities through online learning?

### **1.5 Research Objectives**

Based on the research questions above, there are two objectives in this study as follows:

1. General research objective: to analyze the collaborative learning method implemented for teaching reading activities through online learning and difficulties found in implementing collaborative learning method in teaching reading activities through online learning.
2. Specific research objectives: to describe collaborative learning method implemented for teaching reading activities in online learning, and to identify difficulties found in implementing collaborative learning method during teaching reading activities in online learning.



## 1.6 Research Significance

### 1.6.1. Theoretical significance

This study provides information about how the teacher implements collaborative learning methods for reading activities in different classes through online learning. Collaborative learning has positive implications for diversity in online learning, improving student learning outcomes on reading skills, and overcoming problems in learning reading comprehension.

### 1.6.2. Practical significance

The practical significance of this proposed research are

#### 1. For EFL teacher

This study is expected to be used as a consideration for other English teachers on how to implement the collaborative method for reading activities to students through online learning.

#### 2. For School

The result of this study is expected to provide input for the school about the importance of collaborative learning method in developing students' reading skills.

#### 3. For the other researcher

This study is expected to be used as a reference for other researchers in conducting a further study about the use of collaborative learning method in teaching reading activities.