

CHAPTER I

INTRODUCTION

1.1 Background of the research

Everyone who likes reading will gain knowledge and insights, it can enhance their intelligence. This skill will help them to answer challenges in the future. Learning to read is one of the most essential strategies which can be achieved in the school. Not only reading in our native language, but also reading in English for Indonesia as a foreign language. Therefore, reading is a standard skill that must be achieved at all levels, starting from Elementary school, Junior High school, Senior High school, and College.

One of the greatest obstacles to learn English at the field level is the lack of students' ability in reading comprehension. The initial idea of this research is on the validation of K-13 that emphasizes on the activities of students in learning, from instruction activities to be construction activities. And one form of activities in the stage of observation can be done by presenting the reading to the students as stock so that they have the ability in carrying out the next stage, it is questioning.

In reading situations, students' comprehension of reading is also necessary. The most students in carrying out learning activities to read, they just read without understanding the contents of the reading. This is one of the most mistakes that students done. Reading comprehension is a part of skills that is critical in the educational success of all individuals. And also, Reading comprehension will

make the students easier in improving reading skills further and for the creation of critical thinking in comprehension the reading text.

Success to achieve reading comprehension is highly desirable for students. Therefore, the use of appropriate methods can improve efficiency and effectiveness in teaching. But, In fact, most of the school methods that are used by schools are less varied. Most teachers still use teacher-centered learning methods. Teachers still cannot utilize the ability of students to the maximum. This is can lead to passive and less aroused students to think creatively (Khoiriah, 2015). In addition, the low level of student understanding happens because to the lack of awareness of how students learn. This result in the awareness of students to achieve the goal of learning is still low.

Students' learning activities often experience doubts in ensuring the explanation to be delivered or given is a correct or false explanation. Giving answers or explanations to a question is certainly related to the cognitive abilities of individuals. In this situation, there is a relationship with individual cognitive abilities, where individuals are unable to adjust their cognitive structure to the situation faced in learning between one student and another student.

The learning process that takes place, the teacher must be more creative in using and choosing learning strategies in the classroom, one of which is the cognitive conflict strategy, where the strategy seeks active interaction between students and teachers in the learning process that contrasts cognitive abilities with sources learning so students can understand the concept correctly. In this situation, there is a conflict between what is students have with situations that are

deliberately created. Active interactions between students and teachers are important in cognitive conflict.

Learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Cognitive conflict strategies require students to be able to reconstruct their own problems faced by the teacher with guidance from the teacher and provide opportunities for students to get used to finding, solving problems logically, systematically, and directed to make conclusions.

Carrying the issues stated above, in this study, the researcher will find out the effect of cognitive conflict strategy on students' reading comprehension score. The researcher contends the level of students' ability in Junior High Schools can apply methods of cognitive conflict strategies in teaching and learning process. Therefore, the researcher is interested in carrying out research entitled "**The Effect of Cognitive Conflict Strategy on Students' Reading Comprehension Score**".

1.2 The Formulation of the research

According to the Background of the research, the research problem is formulated as follow:

1. Is there any significance difference of students' reading comprehension score before and after being taught by using cognitive conflict strategy?

1.3 The Objective of the research

Based on the formulation of the research problem, the purpose of this research is:

1. To investigate whether there is any significance differences of students' reading comprehension score before and after taught by using cognitive conflict strategy.

1.4 The Limitation of the research

In this research, the researcher only focuses on the effects of treatment by using cognitive conflict strategy. And also, the result of this study only generalized or applied to the target population, specifically to the eighth grade students of SMPN 14 Kota Jambi. The text used in this study was descriptive text.

1.5 The Significance of the research

The results of the research are expected to give both theoretical and practical significances. Theoretically, the findings of this research can enrich the theories concerning reading comprehension and cognitive conflict strategy. Practically, (1) for teachers, hope the strategy can be an alternative way in teaching learning activity and hopes that by applying cognitive conflict strategy can increase students reading comprehension, (2) for the students, the result of this research will help and give an opportunity for students to get active learning and solve their problem in mastery reading comprehension, (3) for other researchers who wants to conduct similar research, this research is hope useful as information and reference in the future when they having similar problems.

1.6 Definition of Key Terms

In order to have a better understanding and avoid misinterpretation, it was considered necessary for the researcher to present the definition of key terms applied in this research. The details are as follows:

Cognitive Conflict Strategy, According to Lee et.all (2001) “Cognitive conflict is a perceptual state in which one notices the discrepancy between one’s cognitive structure and the environment (external information), or among the different components (e.g., conceptions, beliefs, substructure and so on)”.

Reading Comprehension, Reading refers to the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information (Brassell, Danny and Timothy (2008)). It means that, reading comprehension is the ability of the reader to take the information and knowledge from written text.

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. The purpose of descriptive text is to help our listener/readers see the people, other animals, things and place in a text.