CHAPTER I

INTRODUCTION

This chapter covers some points including background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, and operational definition of terms.

A. Background of Study

Reading is one of four important skills that should be learnt by people when they study English. Anderson (2003:4) states that reading is regarded as a decoding skill that interpret codes into ideas. People consider reading as an important activity, and that they usually say that reading is the window of the world. It is means to see the world. Moreover people can get the information widely by reading a lot.

Learning to read refers to reading for meaning or comprehension. Reading for meaning is essentially an attempt to comprehend texts. It involves a number of metacognitive activities comprehension monitoring. Brown (as cited in Syatriana, 2010: 28) presents some metacognitive activities of reading comprehension: (a) clarifying the purpose of reading, (b) identifying the important aspect of a message, (c) focusing attention on the major content, (d) monitoring ongoing activities to determine whether comprehension is occurring, (e) engaging in self-questioning to determine whether goals are being achieved,

and (f) taking corrective action when failures in comprehension are detected.

Since English starts to be taught in content subjects, most senior high school students get difficulty in reading narrative text which is used in content area reading. Many research results indicated that the ability of Indonesian high school students to read English texts is very low (Hamra, et al., 2010: 28). They are not able to read English text with complete comprehension. They need help in reading comprehension. For students, reading is a key to improve learning outcome in many filed of study. Reading is inseparable part of any English course.

Reading comprehension as part of the English skills that should be mastered by the students has created an important activity in the teaching and learning process in senior high schools in Indonesia. Appropriate strategies are also needed for both students and teachers to enable them face the difficulties that may appear in the process of reading comprehension. They are many things influencing the success of teaching reading such as materials given, the students, and the teacher who presents reading materials. According to Alderson (as cited in Erten and Krakas, 2007: 115), a teacher should be able to activate students' background knowledge and arouse their interest in pre-reading stage because he or she has a vital role in comprehending what is being read.

Azvedo (2009:4) announces that although the success of students' comprehension in reading is highly influenced by the teacher's reading strategy, some students' literacy needs are missed by schools and they do not get the

support they need in order to be successful readers in content areas.

The objectives of teaching English as stated in the Basic Competence of English Curriculum of curriculum 2013 for junior high school states that the students are expected to be able to respond the meaning and the rhetoric steps in short essay accurately, fluently, and acceptable to interact in daily life in the descriptive, recount, narrative, report, and procedure text. To be more specific at this study, the students are expected to have skills in understanding the narrative text, such as : (1) finding the main idea, the explicit and implicit information, the synonym, (2) responding of generic structure, namely : orientation, complication, and resolution, (3) responding of language features, especially the past tense.

It is widely known that, many students feel that reading activity is burdensome. According to Chatman and B. atteberry (2004:97) most of the students feel that reading activity makes them bore especially in reading narrative text. Some of them delay the reading activity so long. Some of them carry out the reading task, but they are not able to comprehend the contents of the text due to their limited vocabulary. It can be seen from the factthat when they answer the questions about reading, it is only by repeating the sentences they find in the questions. In other words, they cannot produce their own sentences as expected by the teacher. If they do not find the same words, phrases, or sentences in the passage they will get difficulty. Therefore, there are many wrong answers and finally they get bad mark.

One factor that affects the success or failure of teaching of English

comes from the teacher. Because teacher is the main figure in language classes since the teacher can manage all the learning teaching activities. One of the classroom decisions that teacher can make is the choice of the learning strategy to be applied in learning teaching process.

There are several strategies in CSR, that is: *Preview, Click and clunk, Get the Gist and Wrap up.*This technique can be used to improve students' reading comprehension, increase their vocabulary, enhance cooperative skills, and enrich content-area learning, moreover this technique not just for teaching narrative text, but this technique can be used to teaching descriptive text, and hortatory exposition text.

According to Klingner and Vaugn (as cited in Bremer, et al., 2002: 1) Collaborative Strategic Reading is a set of instructional strategies design to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. In CSR, students work in collaborative group with define roles to engage in meaningful encounters with conceptual ideas from the texts.

There are some previous studies about Collaborative Strategic Reading, Septiani (2015) conducted a study entitled the Effectiveness of Collaborative Strategic Reading (CSR) towards the reading comprehension of the third grade students of SMAN 14 Pekanbaru. The results of the analysis showed that the t-test was higher than the t-table(12.45>2.028) at the level sig. of 0.05 with the degree of freedom (df)n-1=36.It means that the alternative hypothesis was accepted and null

hypothesis was rejected. Based on the data calculation, the results showed the significant effects of Collaborative Strategic Reading (CSR) on the reading comprehension of the first grade students.

Another study was conducted by Alsafadi (2017) in his thesis entitled The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders. The results revealed that there was statistically significant differences at (α= 0.01) between the mean scores of the control group and those of the experimental one on the reading comprehension posttest. This positive result was attributed to the effectiveness of using the CSR.

On the other hand, Primula (2016) conducted a study entitled The Effectiveness of Collaborative Strategic Reading (CSR) in Improving Students' Reading Comprehension in Narrative Text at the second grade of senior high school. The result of gained index showed that the improvement of experimental group (g=0.12) was low. The conclusion was that CSR was not effective to increase students' reading comprehension. Moreover, the findings from the questionnaire showed positive and negative response toward CSR. The positive responses of CSR helped students understand the text easily, supported the students to involve them selves in learning activity, and helped them improve English ability. The negative responses of CSR was CSR made the students bored since they had to read based on the steps of CSR and it was considered as complicated strategy.

On the other hand Anita (2012) conduct a study entitled Improving the Eighth Year Student's Reading Comprehension of Narrative Text by Using

Collaborative Strategic Reading (CSR) at MTsN Aryojeding Tulungagung. The result of the study showed that the implementation of the Collaborative Strategic Reading (CSR) improved the student's reading comprehension (literal, inferential, and evaluative). It also motivated students to be more active and cooperate with their friends in following instruction. The improvement was indicated by the increasing of the student's mean scores or reading comprehension test administered at the end of each cycle.

So, from the previous studies above it can be concluded that in Septiani's studies showed that Collaborative strategic reading was effective applied in reading comprehension of the third grade of SMAN 14 Pekanbaru, meanwhile in the study conducted by Alsafadi said that collaborative strategic reading is also effective applied in reading comprehension and learning motivation of 9 th grade, on the other hand Primula's research said that collaborative strategic reading was not effective applied in reading comprehension in narrative text. therefore, the researcher is interested in testing or verifying whether or not Collaborative Strategic Reading effective applied in teaching narrative text of first grade at senior high school 1 Tulungagung entitles*"The Effectiveness of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension Mastery in Narrative text of The First Grade at Senior High School 1 Tulungagung."*

B. Research Problem

Based on the background of the study, the researcher formulates the research problem as follows:

" is collaborative strategic reading effective on the students' reading comprehension mastery in narrative text of the first grade at Senior High School 1 Tulungagung?".

C. The Purpose of The Study

Based on the formulation of the research problem above, this study is intended to know whether or not the used of Collaborative Strategic Reading technique is effective in teaching reading of narrative text.

D. Research Hypothesis

Research hypothesis is tentative answer that must be tested or verified. To get the answer of the research question, there are two hypothesis formulated, they are alternative hypothesis (H_1) and null hypothesis (H_0).

1. H_0 (null hypothesis)

   There is no significant difference score between the students taught by using Collaborative Strategic Reading (CSR) and those taught by using a traditional method at the first grade of senior high school 1 Tulungagung.

2. H_1 (alternative hypothesis)

   There is significant difference score between the students taught by using Collaborative Strategic Reading (CSR) and those taught by using a traditional method at the first grade of senior high school 1 Tulungagung.

E. Significance of the study

The result of the study could give valuable for:

The advantages that can be acquired from this research are:

1. For teachers, the result of this study can be used to help teaching students reading comprehension mastery in narrative text. So, the students can be easier to understand it and hopefully, this CSR strategy can be as a way to mastery students in reading narrative text.

2. For students, it can also be used to mastery and develop their abilities in reading comprehension mastery. Because it will give them new experiences in order that they will be more enjoy in learning process. Furthermore, it is hoped to give positive influences to students in their English reading skill

3. For the future researcher

   In this study, the researcher used Collaborative Strategic Reading (CSR) to examine students' Reading comprehension mastery in narrative text. As this research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar, different area, or different grade especially by using Collaborative Strategic Reading (CSR).

F. Scope and Limitation

The study focuses on two things. The first, it concern deals with the application of the Collaborative Strategic Reading (CSR) for

teaching and learning process in reading comprehension implemented to the first grade year students of Senior High School 1Tulungagung. The second concern is related to the students' improvement of reading comprehension in narrative text whether or not the strategy applied (Collaborative Strategic Reading) is effective.

G. Key terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research, as follows :

1). Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means the significant improvement of students' score on reading comprehension in narrative text who taught by Collaborative Strategic Reading (CSR) strategy.

2) Reading Comprehension

Reading comprehension is a process of making inferences, activating, appropriate concepts, relating new information with the old one, creating picture images, and reducing the information in the text to main idea.

3). Narrative text

Narrative text refers to a story or description of events in the form of

a manuscript or written material. For example: fiction, nonfiction, fairy story, mystery, myth, legend, fable, folk tale, horror, and novel. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

4) Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enhance content area learning. CSR teaches students reading comprehension while working in small cooperative groups. It is mostly used with expository text, but can also be used with narrative text. CSR consists of four reading comprehension strategies that are applied before, during, and after reading. CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up. In this article, I will describe the CSR instructional approaches: reading comprehension strategies and cooperative learning groups.