

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problems, objective of the research, research hypothesis, significance of the research, scope and the limitation of the research, and definitions of key terms.

A. Background Of The Research

Reading is one of English language skill that becomes special attention in EFL learning. Through reading activities, students get valuable things such as information, pleasure, or studying. To read well, students need much time and teacher guidance. The teacher role's role is very important to help students to be good reader. Therefore, using appropriate strategy in teaching reading is needed by the teacher in order to assist the students achieving its objectives.

Reading viewed as one of the most important goal in learning English. Since reading text to be item test presented at the National Examination in junior high school especially, students must be able to comprehend the reading text in properly time. Based on the observation of researcher many students need a lot of time to grasp the reading texts, do not know the structure texts and difficult to find main ideas, purpose and conclusion of the text.

In the digital literacy now days, students need to be able to have the ability in building knowledge from numerous amounts of information sources. The 21st century learning, students are demand to be capable of using their reading

skills effectively. Students must be able to comprehend, analyze, and evaluate information with critically thinking since the increasing quantity of information sources in printed or digital media (Amrina,2016). This condition causes the existence of major 21st century literacy challenge for students. These challenges are relevant with the goal of 21st century literacy challenge in reading domain, called as higher order thinking. Higher order thinking implies the use of reading skills and the use of reading strategies for comprehension. Chen Noh and Yusuf (2018) pointed out that a brilliant individual should possess the latest technology ability, able to solve problems based on the facts, think creatively, and innovatively, intelligent in managing ICT application, fluent speaker also a smart debater. As pointed out by Amrina (2016) the goal and the challenges imply the prominence of reading skills and the use of reading strategies for comprehension. Thus, it can be stated that in this literacy era students are required to have a good reading comprehension by applying effective reading skill and strategies.

In order to improve reading ability demanded by the afore mentioned challenges, the needed of reading strategy instruction should be pointed up. There are many strategies and methods which can be used in teaching reading comprehension. CSR strategy uses to solve the students' problem to understand English text. Al faruq (2015) stated that the activities of reading classes in the classroom usually focus on searching main the ideas, looking for difficult vocabulary, learning the characteristic of genre of the text and learning grammatical structure. It is important for the students to comprehend the text.

Some of the factors that impinge on comprehension are situated either within the reader or are found outside of the individual. Sringer (2011:34) stated that there are four main reader variables within the socio-cultural context that impact on the efficiency of reading for any individual:

- (a) the text
- (b) the task
- (c) the reader characteristics
- (d) the purpose of the activity

Since conventional teaching strategy does not seem quite help the students to increase their ability in use reading strategy, the teachers should implement appropriate teaching strategies, which it facilitates students with reading strategy instruction. One of the teaching strategies is Collaborative Strategic Reading (CSR). CSR is an approach combining some reading strategies which can be used continuously to have complete comprehension of the reading passage (Utami,2017). CSR is combination of reciprocal teaching and cooperative learning. Che Noh and Yusuf (2018) pointed out that the students work in a team and they can learn from their friends. CSR is cooperative learning strategy that can help the students to solve their problem in reading comprehension. In this learning strategy, students will study in the small group. According to Swanson et al. (2011: 1)

CSR addresses three prevailing educational challenges:

- 1) How to teach text comprehension strategies that improve students' reading comprehension.

- 2) How to adequately include struggling readers in text-related learning using grade-level text.
- 3) How to provide opportunities for English language learners to interact effectively with peers and enhance their achievement-reasons.

Every student has a different learning styles, Ortega (2009:193) stated that there are 2 personality traits consist of Introversion and Extraversion learning style. Leung (2015) conducts the research to support the Introversion and Extraversion learner personality in the classroom. She stated that for the introversion students which work in group's are more beneficial. Students organized this way not because it is the best way to learn. Ginting (2018) also conducts the research on writing skill and stated that both introversion and extraversion have natural differences they are able to improve their writing skills. Teachers should monitor, guide and train these learners on how to write a variety of sentences in their essays.

Some previous studies have yielded positive findings of the effect of CSR on reading comprehension as the present progress in the field. Abbasnezhad and Zoghi (2016) which involved EFL Iranian college students demonstrated that the students taught using CSR had better in solving reading anxiety than those who are taught using traditional teacher directed instruction. Similarly Alqarni (2015) investigated the CSR to enhance reading Comprehension in EFL students in Saudi Arabia. The finding shown that CSR helped the students to enhance their reading skills. Nosratinia (2017) stated the effect of CSR and CBI (Content-Based Instruction) on reading comprehension of EFL learners majoring English in

Iranian university. Based on her research finding, CSR and CBI have significant differences in reading student's achievement. Investigation on CSR has also conducted in Indonesian setting. Rahman (2015) investigated the effect of CSR on tertiary level students' reading comprehension. She revealed that the implementation of CSR positively responded by the experimental class and increases students' reading proficiency.

As the interest among researchers in investigating the effect CSR on students reading comprehension has been growing, there are some research studies demonstrating contradictory results to the previous studies reported earlier. Nosratinia (2017), for instance, investigated the effect CSR with inclusion of other strategy in Iranian University. She found no significant improvement in students' reading comprehension, but she revealed the students' positive perception toward CSR. This insignificant improvement was likely due to the modification of CSR, which affected the quality of its efficacy.

Base on the previous studies, it could drawn that the major focus on these studies is only on the effect of CSR on reading comprehension of student from different school levels. The effect of CSR should be further investigate on the different students learnre personality in learn English texts. Regarding the existing influential shift from traditional instructional paradigm emphasizing teacher centered approach to students, students' individual differences are factors that can affect the success of second language learning. The differences include intelligence, aptitude, personality, motivation and age. One of the main factors is also personality. Personality refers to stable internal factors or traits, which

underlie consistent individual differences in behavior. It assumed that individuals differ in terms of the extent to which they possess any given trait. (Ortega, 2013:193). Two personality traits whose effect on foreign language learning has been the most frequently examined are extraversion and introversion. Amrina (2016) investigated the effect of CSR by involving learning styles (active and reflective) as the attribute variable to see the independent and the simultaneous effect of the variable. Azizah (2015) also examine the impact of CSR on reading comprehension on the different learning styles focuses on cognitive styles in form of field independent and field dependent.

Types of learning styles used as the attribute variable in the majority of the previous studies on reading comprehension. The types of learning styles are cognitive (field independent and field independent), active and reflective learning styles. The learning personality was chosen base on the researchers' respective consideration in conducting their studies. The learner personality in the form of introversion and extraversion in reading did not investigate by the previous studies before. The learner personality influence in the process of students learning in reading because each individual naturally brings different character, attitude, behavior and actions. In addition, (Ginting,2018) states that each person have different and uniquely characterized on the theory of personality. Personality essential and beneficial for every day interaction. It help teacher to define what strategic use in teaching process and learner can define what strategic reading use in the process of learning. Hence, personality is an elemental factor in effecting educational aims for learners in studying any languages (Erton, 2010).

Hence, the researcher tries to fill the gap in this research by investigating the effect of CSR on intermediate level students' reading ability across students' different personality (introversion and extraversion) in understanding reading that did not investigate by previous studies. The deficiency from the previous studies with unfavorable effect of CSR are carefully considered and fixed in this research. This research conducts on the intermediate level would give valuable insight on the use reading strategies facilitated by CSR and help students to find the value of becoming strategies reading and autonomous learners.

B. Statement Of Research Problems

The research problems formulated as follows:

1. Do students taught by using CSR have better reading comprehension than those taught by using conventional teaching strategy?
2. Do students with extroversion personality taught by using CSR and conventional teaching strategy have better reading ability than those with introversion personality?
3. Is there any interaction between CSR teaching strategy and the students' personalities (extraversion and introversion)?

C. Objectives Of The Research

The researcher has several purposes to solve the problem in the research problems. The objectives e formulated to investigate if:

1. The students taught by using CSR have better reading comprehension than those taught by using conventional teaching strategy.
2. The students with extraversion personality taught by using CSR and conventional teaching strategy have better reading comprehension than those introversion personality.
3. There is interaction between teaching strategy and the students' learner personality (introversion and extraversion).

D. Research Hypothesis

In accordance with the research problem formulated previously, this study need to establish working hypothesis. The hypotheses of the study are as follows:

- 1.(Ho)₁: There is no significant difference students taught by using CSR have better reading ability than those taught by using conventional teaching strategy.

(Ha)₁:There is significant students taught by using CSR have better reading comprehension than those taught by using conventional teaching strategy.
2. (Ho)₂:There is no significant difference students with introversion learner personality taught by using CSR and conventional teaching strategy have better reading comprehension than those with extraversion learner personality.

(Ha)₂: There is significant difference students with introversion learner personality taught by using CSR and conventional teaching strategy have better reading comprehension than those with extraversion learner personality.

3.(Ho)₃: There is no interaction between teaching strategy and the students' learner personalities (introversion and extraversion).

(Ha)₃: There is interaction between teaching strategy and the students' learner personality (introversion and extraversion).

E. Significance Of The Research

The result of this research expected to give benefit for English teachers or instructor as information dealing with teaching strategies in teaching reading. English teachers can implement CSR to teach reading as one of teaching strategy alternatives. In addition, this research expected to inform the teacher to consider students' personality learner personality in the process of teaching reading.

For the next researchers who are interested in conducting research in the same issue, further experimental study dealing with collaborative strategic reading can be conducted in different areas of language skills and by regarding the implementation of it can be observed from different perspective of students, different design and levels of students.

F. Scope And Limitation Of The Research

The scope of the research covers on the investigation of the effect CSR on students' reading ability as observed from extraversion and introversion

learners personality. CSR and conventional teaching strategy are the active variable for the independent variable, while learner personality focusing only on introversion and extraversion learning style. Are the attribute variables, Student's reading comprehension is the dependent variable of this study.

This research will conduct in Islamic Junior high School of Darul Huda Wonodadi Blitar, Jawa Timur Regency. The eight grade students of second semester constituted the target population of this research. They are expected to practice the strategies in CSR collaborative in group working. The factual recount text will be the genre text use as reading test and material in this research. Selection of this text type is base on the existing curriculum and syllabus.

G. Definition of Key Terms.

Dealing with the terms used in this research, the researcher defines the key terms in order to avoid misunderstanding. The following are the definitions of key terms.

Reading comprehension refers to the ability to get meaning and understand the ideas from texts indicated by students' scores as the result of reading comprehension test. Reading ability in this research is the students ability af MTs Darul Huda Wonodadi Blitar in comprehend factual recount texts in terms of the following subskills: finding the topic of the text, main idea of paragraphs, stated specific and implicit information, deducing word meanings from the context, and identifying pronoun referents.

Collaborative strategic reading (CSR) is teaching strategy to enhance reading comprehension by giving students explicit instruction and modeling on four specific reading strategies and giving them practice of the strategies in collaborative team using specific reading tasks. The strategies are brainstorming and predicting (preview), monitoring understanding (click and clunk), finding the main idea (get the gist) and generating questions and reviewing key idea (wrap up).

Conventional teaching reading strategy refers to teaching reading in traditional or common way that usually use in teaching and learning process in the classroom by activating background knowledge then followed by pair works or group works or individual works and ended with whole class discussion that led by the teacher.

Introversion Learner personality is the tendency to stay away from other people and avoid getting very involved in social activities. Introverts process their thoughts internally before speaking; they have very few close friends and often seek conversations that are deeper in nature (MacIntyre, Babin, & Clément, 1999).

Extroversion learner personality refers to the tendency to socialize with other people, to be outgoing and to receive affirmation and self-esteem from others. Extraverted individuals obtain information by being more oriented toward the outer world of people, events, or things. (MacIntyre, Babin, & Clément, 1999).