CHAPTER I

INTRODUCTION

The chapter is introducing the case study about effectiveness of using Collaborative Strategic Reading (CSR) in teaching students' reading comprehension. This is supported part in this paper that exist the explaining about Background of the study, Statement of the Research Problem, Objectives of the Study, Significance of the Study, Scope and Limitations of the Study, Definition of the key terms in this research.

A. Background of the Study

Reading was familiar activity for us. This activity will be done definitely everyday in order to get information. The information which obtained might aim to help what the reader have to do. Also maybe, reading can entertain the reader in free time as entertainer, motivation, or procedures. The reader also can get information that existed in the reading text. It is appropriate with the genres of reading. According to Brown (2003: 186), the genres of reading are academic reading, job-related reading, and personal reading. Academic reading is concerned on education and academic text. The examples of academic reading are textbooks, theses, essays, and etc. Then, job-related reading is concerned on profession and working, for example; letter, memos, reports, form applications, announcements and etc. For personal reading, it is concerned on personal writing or personal interests. For example; newspapers and magazines, novels, short stories,

invitations, questionnaires, notes, and etc. Therefore, reading also becomes prominentability that must be mastered.

In learning English, especially for adolescent students, there are basic skills of English learning that have to be mastered. Among that English skills, consist of speaking, writing, listening, and reading. The one of basic skill that students should be mastered in learning English is reading, because the important one of reading activity is gate of knowledge. According to Tarigan, (2008: 7) also claimed that a process when a reader will acquire or carried out message that conveyed through words by a writer which could be known by reader is called by reading. It refers to a process in getting meaning or information. Conducting activities to get information is not easy when doing the activity of reading. Need a comprehension in reading activity, so that students can determine information in a reading text. Moreover, the new adolescent students find new vocabularies from foreign language. Probability, they will see the text with confused face, difficult mindset, boring, and not interested in reading activity. Based on Harris and Smith (1976: 8) opined that reading activity needs a complex process, which readers are required to obtain a deep understanding of this skill. So, it is required an appropriate process and strategic to support the adolescent students in understanding a reading text.

The adolescent student here means second graders at junior high school. Therefore, this research tries to focus on second grade students. Based on junior high school syllabus shows basic competence about some texts that have to be

learned by the student. The texts are descriptive text, narrative text, report text, procedure text, and recount text. Then, recount text is one kind of texts that have to be learned by students. Anderson & Anderson (2003) state that "a piece of recount text is retelling about past events, usually how the events orderly happened". Recount text is type of texts which retelling events or past time experiences. It makes recount text becomes one of difficult text, besides narrative text. It is because recount text uses past form in its presentation.

Therefore, this research discusses learning method about effectiveness of using Collaborative Strategic Reading (CSR) in teaching students' reading comprehension in particularly in recount text. Reading comprehension is part of reading activity which not easy, it needs more times. The teacher should have good strategy to teach reading comprehension. One of strategy that will be applied in this research is Collaborative Strategic Reading (CSR). Klingener and Vaughn (1998: 32) state that CSR (Collaborative Strategic Reading) is a compound of some strategies becoming method or technique which excellently for teaching students' reading comprehension and increasing vocabularies in cooperatively. CSR asks learners to raise and increase their skill in reading comprehension one of the ways is by building their vocabulary. CSR is conducted in working together in cooperatively with their partners in grouping. It means that students should be active or student centered (K13). The innovation by using this method is expected can be used to teach reading comprehension that be going on second grade students of MTs Ma'arif NU Kota Blitar.

Some studies were discussing Collaborative Strategic Reading technique, among the research paper of Indah Fadhilah Rahman (2015) which the title is "*The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students' Reading Comprehension*", she focus on intended to enhance students' motivation and improve their students' proficiency in reading comprehension is considered necessary. Her study was using quasi-experimental research design for Islamic Senior High school (MAN) students. The result of her research gives positively responded in experimental class. It means her implementing of CSR can help in increasing students' reading proficiency. Indah's paper conducted CSR for motivating and improving students' proficiency in reading comprehension.

In other study, according to Agustina (2016) that conducted study entitled "*Using Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension on Narrative Text to MAN 1 Pontianak*" showed that CSR was highly effective to conduct reading comprehension in narrative text. This study conducted for the tenth graders of MAN 1 Pontianak. The study used pre-experimental research design to be implemented for 40 students. The result was contributed higher than t-table (5.5>2.045) and the Effect Size (ES) = 0.87 > 0.80.

According to Anandi's paper (2019) entitled "*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*" showed that CSR gives effective respond on students' reading comprehension mastery of narrative text. His paper conducted in first grade of

SMA 1 Tulungagung which contributed significant value (Sig-2 tailed) was 0.00<0.05. It meant the alternative hypothesis which stated that there was significant difference score reading comprehension mastery between using CSR method and using conventional method, it was accepted.

Moreover, based on Sari and Tamah paper (2015) entitled "*The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement*" showed that CSR was not effective to be applied for EYL (English for Young Learners) students. It was caused that CSR was complicated for young learners. Sari and Tamah used quasi-experimental research design to conduct their research. While, based on Rojabi's paper (2018) entitled "*Collaborative Strategic Reading (CSR) in Improving the English Department Students' Reading Comprehension Achievement*" showed that CSR method can raise the achievement of students in reading comprehension aspect especially for the fourth semester of English Department in IAIN Jember. Rojabi's paper was almost the same with Zagoto's paper (2016), that his study "*Collaborative Strategic Reading (CAR) for Better Reading Comprehension*" also showed that CSR was effective for college students especially for third semester in STKIP Nias Selatan. It can be seen that t-value was higher than t-table (2.907>2.018).

Another study was conducted by Sawitri's paper (2019) entitled "*The Use of Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension in The Second Grade Students of SMPN 2 Tarakan*" showed that CSR was effective to use in improving students' reading comprehension in second graders of SMPN 2 Tarakan. Sawitri used quasi- experimental in her research. Her

research contributed that t-value of post-test was higher than t-table (2.335>1.998). It means that the data proved that the result in teaching using CSR was higher than using cooperative learning technique. It indicate that CSR method was effective than by using cooperative learning.

Besides that another study also was conducted by Mohd. Rafi Riyawi (2018) under the title "*The Effect of Applying Collaborative Strategy Reading (CSR) toward Students' Reading Comprehension at The Eight Grade of MTs Hubbulwathan Duri*". Based on the title, finding out of the students' ability in reading comprehension through CSR was focus of his research, and he also determine the effects of CSR that were found by him towards the students' ability in reading comprehension. From Riyawi's paper, he does his research in pre-experimental research design and administer pre- and –post test only one group of people. The finding of his research showed the significant effect of using CSR on students' reading comprehension are exist with contributing 80.76.

Based on the previous studies that mentioned before, the experiment of CSR which conducted for EYL students was not effective. Whereas, the experiment of CSR conducted for senior-high-school and college students was effective. In other hand, according to Riyawi's paper and Sawitri's paper showed that CSR was effective applying for junior-high-school students. So, this paper will apply Collaborative Strategic Reading (CSR) in teaching students' reading comprehension for second graders at junior high school level. This research tries to verify whether CSR was effective or not to be applied in teaching-reading comprehension of recount text for junior high school level, especially for second

graders at MTs Ma'arif NU Kota Blitar, which is Boarding School basic. The researcher will conduct a study by the title *"The Effectiveness of Using Collaborative Strategic Reading (CSR) in Teaching Students' Reading Comprehension for Second Grader at MTs Ma'arif NU Kota Blitar"* oriented on the how applying CSR method, it can be effective or not. The result of this method is in quality of reading comprehension when they have in reading activity.

B. Statement of the Research Problem

For this study, the researcher determines the research problem that becomes the point which has to be completed in this research. Then, this study takes the research problem as follow:

1.) Is there any significant difference in the achievement of students in reading comprehension taught with and without the Collaborative Strategic Reading (CSR) for second grader at MTs Ma'arif NU Kota Blitar?

C. Objectives of the Study

Based on the research problem, this study has the objectives or purpose from using Collaborative Strategic Reading, the research problem is:

1.) To know the significant difference in the achievement of students in reading comprehension taught with and without the Collaborative Strategic Reading (CSR) for second graders at MTs Ma'arif NU Kota Blitar.

D. Significance of the Study

From background of the study, there are some reasons why the researcher identifies about the implementation Collaborative Strategic Reading (CSR) in teaching-reading comprehension.

1. For Students

   First, result of this research will be addition of information for learners. This research paper also will be dedicated for student's library. This research try to help students in learning activities which different than ever. From this research, students can take the benefit from treatment later. For students, this research can also be used to help in mastering their abilities in reading comprehension.

2. For English Teacher

   Second, the result of this research can be used to give information for the teachers in order to give knowledge about another method in teaching students' reading comprehension. Teachers can conduct the method in the classroom. Teacher not only asks students to read the text and finish. But also, in reading activity students can understand the content or the meaning of the text. It needs development in learning method particularly in reading comprehension, until students become effective readers. As assumed by Grabe & Stoller (2002), that the important thing which must be concerned by students for becoming effective readers was reading comprehension skills. For

teacher especially, the result of study may help teacher in teaching students' reading comprehension.

3. For the Future Researcher

The last, this research can link for the further researcher to become a reference when they want to carry out a research about Collaborative Strategic Reading in English learning. The next researcher can be used this research can be seen the extent of students' reading comprehension mastery especially for recount text in which to help the next researcher. This study may suggest for the next researcher to conduct further research on the similar or different area. This research is not perfect yet, so the further researcher can make better consideration.

E. Scope and Limitations of the Study

This research focuses on the effectiveness of using a method which is Collaborative Strategic Reading (CSR). Then, the researcher conducts the method focus on teaching students' reading comprehension especially in recount text for second graders at Islamic Junior high school (MTs) of Ma'arif NU Kota Blitar. The researcher makes limitation in order that the research problem is clear, understandable, and specific. Actually, in junior high school level, some texts are faced to students and must be learned by them. The types of text are consisting of descriptive text, recount text, narrative text, and procedure text. The researcher tries to focus on recount text which appropriate with the syllabus of junior high

school level at second grade. The researcher chooses recount text as the scope of this research, because this research is done in even semester of academic year 2019/2020. The research will be implemented in second graders of MTs Ma'arif NU Kota Blitar especially for two groups as the sample.

F. The Formulation of Hypothesis

The researcher determines this study included quantitative approach. So, the data are in form of number or scores which analyzed statistically. Therefore, the researcher needs to formulate the hypothesis. Hypothesis is tentative answer that must be verified. Hypothesis has two types, which are directional hypothesis and non-directional hypothesis. The researcher uses directional hypothesis, because the majority of previous studies showed the treatment was effective. So, the researcher used one-right-tailed test for the hypothesis. The researcher stated two hypotheses formulated in this study as follow:

1. H_0 (Null Hypothesis)

   There is no significant difference in the achievement of students in reading comprehension taught with and without the Collaborative Strategic Reading (CSR) for second graders at MTs Ma'arif NU Kota Blitar.

2. H_1 (Alternative Hypothesis)

   There is significant difference in the achievement of students in reading comprehension taught with and without the Collaborative Strategic Reading (CSR) for second graders at MTs Ma'arif NU Kota Blitar.

G. Definition of the key terms

1.) Reading Comprehension

Katherine Maria (1990: 14) defines that reading comprehension is constructing meaning process from written text by some manners among those are; by the reader's knowledge (word knowledge and word recognition ability)which brings to the meaning of text; by interpreting of the reader about language which construct the text; and by knowing the situation of the text. The easiest way to explain reading comprehension is to put students as readers in the position of learners who is deciphering words to make comprehending (attaching meaning). Deciphering words in making comprehension can be exampled by know the meaning of difficult words by using clues or other words that explained. In this research, students reading comprehension will be measured by how far they will find the clues to help their understanding on the passage of text in post-test.

2.) Collaborative Strategic Reading (CSR)

From Klingner and Vaughn (1998: 32), they stated that teaching students reading comprehension use Collaborative Strategic Reading (CSR) was by working cooperatively strategies. Collaborative Strategic Reading (CSR) is a technique which can be applied to teach reading comprehension. There are some strategies that given to students which are wrap up, click and clunk, get the gist, and preview. Collaborative Strategic

Reading (CSR) asks reader to try comprehending text in cooperatively. It brings them being active students in learning process and builds their interactions among the students.

3.) Recount Text

According to Pardiyono (2007: 63), recount text begins with explaining what happened, who are involved, when and where it happened to the reader. The purpose of recount text is to retell a person experience from beginning to end in coherently.