CHAPTER I

INTRODUCTION

This chapter presented the background of the research, statement of the research problem, purpose of the research, formulation hypothesis, significance of the research, scope and limitations of the research, and definition of the key terms.

A. Background of the Research

Nowadays, reading occupies a very important position and role in human life. The ability to read is the core of self-education and long-life learning that can significantly change lives and societies. According to Tang et al. (2019), reading is not only limited to reading text aloud, but more on understanding words, sentences, and relationships between paragraphs. Meanwhile, according to Sienta (2014), reading is the interpretation of the meaning contained in printed or written verbal symbols. By reading, one can improve language skills and can broaden students' knowledge of global expertise. Therefore, it can be concluded that reading is a language skill that must be possessed by every individual to expand knowledge, experience, improve thinking ability, and achieve the progress of the times.

However, an important part of reading a text is understanding the meaning of the text itself. Trankersley (2003:2) states that comprehension is central to reading. The main purpose of reading is to gain proper comprehension. Reading comprehension is a perspective used to derive meaning from readings

(Block, Gambrell and Pressley, 2002) and specifically empowers students to think about and respond to content (Tierney, 2005). The ability of students to make inferences or show information obtained from written reading indicates that they have good reading comprehension. Without reading comprehension, students will not be able to make academic progress from one stage of learning to the next.

Based on the syllabus, the purpose of teaching reading at the junior high school level is for students to be able to respond to the meaning and structure of short texts and essays to interact with the surrounding environment. In English language learning, there are several materials that must be mastered by students, such as descriptive text, narrative text, procedure text, and recount text. To be more specific, this research focuses on students' reading mastery especially in descriptive text because it is often found in everyday life. Students are expected to have skills in understanding descriptive text, such as: (1) finding the main idea, explicit and implied information, (2) responding to generic structures, namely: identification and description, and (3) responding to language features, especially the present tense. Descriptive is a type of text to draw, illustrate or describe objects, places, people in order to have a visual display of the object being described (Dirgeyasa, 2015: 67). The description can also be interpreted as a description of something described with actual conditions or circumstances. The main purpose of descriptive text is to make the reader see or hear, feel, smell, or taste what is described. The description text has 2 structures, namely; identification and

description. Identification includes the topic of the description text and description includes specific information and explanation of the topic.

Descriptive text is one of the functional texts that is quite difficult for students to learn. Some students face many obstacles in getting the complete components of the information and obtaining meaning in the written message because of the particular puzzle-solving process they have to go through (Brown, 2001). This statement accurately captures the atmosphere of the English class at MTs Aswaja Tunggangri. First, students have poor reading skills because they have little knowledge of grammar and vocabulary, making it difficult for students to identify main ideas, find implicit and explicit information, and infer ideas from a text. Second, students are bored with the process of teaching reading comprehension because the traditional or teacher-centered approach is still used in teaching and learning. This makes students be passive and there is no interaction between students and teachers during readings. In addition, students have difficulties with independent work. Hamzah in Suparman (2011), considers that the lack of reading comprehension may be due to the ineffectiveness of teaching techniques commonly used by teachers in the classroom. Low students usually get little attention. Collaboration is needed to overcome this phenomenon in the learning process.

One of the factors that influence the success or failure of learning comes from the teacher. Because the teacher is the main figure in the classroom who can organize all teaching and learning activities. One of the decisions that

teachers can make is the selection of strategies to be applied in the teaching and learning process to help students become more active in the classroom, so as to improve their reading comprehension. According to Sajid and Fraidan (2019), there is another factor that affects the reader's ability to understand the text, which is the strategy that serves as a guide for the reader to understand the ideas of the text. In this case, the researcher intends to apply a reading teaching strategy called Collaborative Strategic Reading. Gibbon in Herrel (2008: 34) argues that collaborative strategic reading is very helpful for English language learners when they read to get information.

Collaborative Strategic Reading (CSR) is a combined strategy in reading teaching used to improve students' comprehension of a text. According to Bremer, et al. (2002), Collaborative Strategic Reading is a highly effective technique for teaching students reading comprehension as well as increasing vocabulary and working together cooperatively. The purpose of Collaborative Strategic Reading is to improve reading comprehension and enhance conceptual learning by maximizing student participation (Klingner and Vaughn, 1998). Collaborative Strategic Reading (CSR) consists of four strategies that are practiced sequentially to implement CSR, namely; Preview, Click and Clunk, Get the Gist, and Wrap Up. Preview arouses students' interest about a particular topic and encourages them to predict the content of the text. Click and Clunk helps students understand difficult or unfamiliar words. Get the Gist asks students to identify the main idea in a paragraph.

Meanwhile, Wrap Up evaluates the importance of the text and encourages students to make conclusions.

A good learning process is able to involve all students, attract students' interest and attention and organize students in the learning process. To achieve a good learning process, in addition to using the right strategy, it is to use learning media. The media is used to convey messages, stimulate the brain, feelings and desires of students as well as a creative learning process. According to (Sholihah, 2009: 14), the use of the media aims to enable students to receive lessons and provide a pleasant atmosphere in the classroom to encourage student motivation and student interest in lessons. Media selection is very important to create practical and interesting learning to ensure the learning system runs successfully and efficiently (Larasati, 2017).

In introducing descriptive text, teachers usually facilitate students with the help of visual media to stimulate students so that they will feel enthusiastic and focused when teaching descriptive text. The use of pictures can stimulate students' imagination so that they can show or express their opinions about the picture. According to Wright (1989:2), pictures can be useful for emphasizing the teaching of writing and speaking, listening and reading. Furthermore, pictures have an important role in delivering teaching and learning process activities. Wright (1989:29) emphasizes that pictures can help students in terms of retelling experiences or understanding things, because pictures can represent places, objects, people, etc.

One of the visual media is an illustrated poster. Posters are one type of learning media used by teachers to carry out the learning process (Ahmad, 2019). Researchers use picture posters as media in teaching English because picture posters can explain information, ideas and so on without using verbal language but rather give an impression. Posters are images that combine visual elements such as lines, images, and words that intend to attract attention and communicate a brief message (Ahmad, 2019). The use of poster media is an inquiry-oriented strategy using images that contain familiar objects and familiar activities to obtain words (Rosanti & Seman, 2019; Sa'adah & Atikah, 2019).

In connection with the idea described above, there are several studies that have been conducted previously. One of them is experimental research conducted by Rosiyana Barwanti (2017) with the title "Improving Reading Comprehension Ability by Using Collaborative Strategic Reading (CSR) Among the Eleventh Graders of The MA Muhammadiyah Metro in Academic Year 2016/2017". The method used in this research is class action (CAR). The researcher obtained the results of the study with the average value of the pre-test was 55.45, post-test 1 was 64.09 and post-test 2 was 80.00. This shows that students in the experimental group experienced a significant increase in understanding.

Meanwhile, pre-experimental research was conducted by Yolanda Aulia Rahmi (2019) with the title "The Effect of Collaborative Strategy Reading (CSR) Towards Students' Reading Comprehension of Report Texts At The

Second Grade Students of SMA YLPI Pekanbaru". The results of the research on the pre-test showed that students' ability to read report texts in the experimental class, there were 6 students who were at the fair level and 2 students who were at the good level. However, in the post-test of the experimental class, there were 7 students who were at the fair level, and 13 students who reached very good and excellent levels. This shows that CSR is very influential on students' reading comprehension of report texts.

Another research was conducted by Andis Anandi (2019) with the research title "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". This study used a quasi-experimental research design. The results showed that there was a significant increase after using Collaborative Reading Strategic with the results of the t-test at the 0.05 significance level showing that the significant value (sig-2 tailed) was 0.00 smaller than 0.05 (0.00 <0.05).

In contrast, research conducted by Carolin Diana Sari and Siti Tamah (2015) with the title "The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement" which uses a quasi-experimental research method explains that the reading results of students taught using Collaborative Strategic Reading (CSR) and teacher-centered teaching strategies are not different. Another study is research by Hanifah Oktaria (2018) with the title "Collaborative Strategic Reading (CSR) in A EFL Classroom: Students' Comprehension and Attitudes". From the results of her

research, she explained that Collaborative Strategic Reading (CSR) teaching works relatively for students who have a high level of ability. The reason why low ability students do not improve is because they still have difficulty understanding the reading strategies and also their ignorance of the vocabulary in the text. High-ability students believe that CSR can help their reading skills in determining the main idea and also improve their vocabulary. However, for low-ability students, the effect of Collaborative Strategic Reading (CSR) can only contribute to the improvement of their vocabulary.

And the last, research that explains Collaborative Strategic Reading (CSR) is not fully effective is research from Abd Hamid and Nurhamidah Idrus (2020) with the title "The Effectiveness of Collaborative Strategic Reading (CSR) in Improving Reading Comprehension of The First Year Students at SMA Pondok Pesantren Modern Al Ikhlas Lampoko Campalagian Polewali Mandar". This research method uses quasi-experimental. The results of their study did not indicate that Collaborative Strategic Reading (CSR) was more effective than GTM (Grammar Translation Method) in improving students' reading comprehension related to vocabulary. However, the results show that Collaborative Strategic Reading (CSR) is more effective than GTM (Grammar Translation Method) in improving students' reading comprehension related to stating the main idea, supporting details, and making conclusions.

Unlike the previous studies, this research focuses on the use of Collaborative Strategic Reading (CSR) to improve students' reading comprehension on descriptive text assisted by poster media. In short, many

students have difficulties with reading let alone comprehending descriptive texts, ranging from poor vocabulary, the habit of just reading without understanding, the main goal of students is to pass exams not to develop skills, weak sentence structure and tenses, lack of interest, and dependence on teacher's explanations. Therefore, a learning strategy and media learning is needed to change students' mindset about reading descriptive text.

This strategy was chosen because Collaborative Strategic Reading (CSR) is a good cooperative learning strategy to help students solve problems and build vocabulary in reading comprehension of descriptive text. In Collaborative Strategic Reading (CSR), students work in groups and are taught to reach prior knowledge, make predictions, monitor comprehension difficulties, clarify information, restate important ideas, summarize text, and form appropriate questions. In addition, the reason why researchers use this poster learning media is because posters have strong text content that can attract students' attention and also allow students to concentrate and clarify the concepts and information offered by the teacher to students. Descriptive text which is a text to illustrate or describe objects, places, and people requires visual media, namely posters that combine writing and images with the aim of providing clarity to students about what will be illustrated.

Based on the above phenomenon, the researcher is interested in conducting a study with the title: "**The Effectiveness of Collaborative Strategic Reading (CSR) to Enhance Students' Reading Comprehension of Descriptive Text Assisted by Poster Media at MTs Aswaja**

Tunggangri". This study aims to determine whether Collaborative Strategic Reading to enhance students' reading comprehension of descriptive text assisted by poster media.

B. Statement of the Research Problem

Based on the description of the background above, the researcher formulated the statement as follow: "Is there any significant effect of applying Collaborative Strategic Reading (CSR) to enhance students' reading comprehension of descriptive text assisted by poster media at MTs Aswaja Tunggangri?".

C. Purpose of the Research

The purpose of this research in general is to find answer to the formulation of the problem stated above. So, based on the problem formulation above, the purpose of the research is, "To find out whether there is a significant effect of applying Collaborative Strategic Reading (CSR) to enhance students' reading comprehension of descriptive text assisted by poster media at MTs Aswaja Tunggangri".

D. Formulation Hypothesis

A hypothesis is a statement about the relationship between two or more variables being investigated or studied. Based on the research problem and the research objective, there are two hypotheses in this study as follows:

1. H$_a$ (Alternative hypothesis)

   There is significant effect of applying Collaborative Strategic Reading (CSR) to enhance students' reading comprehension of descriptive text assisted by poster media at MTs Aswaja Tunggangri.

2. H$_0$ (Null hypothesis)

   There is no significant effect of applying Collaborative Strategic Reading (CSR) to enhance students' reading comprehension of descriptive text assisted by poster media at MTs Aswaja Tunggangri.

E. Significance of the Research

The researcher expects this study can give benefits, both theoretically and practically:

1. Theoretical Significance

   This research is expected to be useful to give information about Collaborative Strategic Reading (CSR) in learning reading comprehension of descriptive text assisted by poster media.

2. Practical Significance

   a. For the Students

      The research is expected to be useful input for the students to encourage them to master their reading comprehension of descriptive text by using a different technique.

b. For the Teachers

The writer hopes that this research will be positive inspiration for the teacher in teaching and learning process, especially in teaching reading comprehension of descriptive text.

c. For the Other Researchers

The result of this research is expected as a reference to giving meaningful information about applying Collaborative Strategic Reading (CSR) in the teaching and learning reading comprehension of descriptive text assisted by poster media.

F. Scope and Limitation of the Research

The scope of the research is limited to research subject and research object. The subjects of this research were students of Grade VIII MTs Aswaja Tunggangri. The researcher will limit this research to Grade VIII students in the hope that it will be more focused and detailed and the data will be more accurate. And the object of this research examines the effectiveness of Collaborative Strategic Reading (CSR) to enhance students' reading comprehension of descriptive text assisted by poster media. This research focused on finding significance of the use of Collaborative Strategic Reading (CSR) to enhance students' reading comprehension of descriptive text assisted by poster media at MTs Aswaja Tunggangri.

G. Definition of Key Terms

In this research, the writer needs to define some key terms to avoid misunderstanding and misinterpretation. The definition of terms is provided as follows:

1. Collaborative Strategic Reading (CSR)

    Collaborative Strategic Reading is a strategy that focuses on engaging students to work in small cooperative groups and applying reading strategies: *preview, click & clunk, get the gist, and wrap up*. According to Klinger (2008), Collaborative Strategic Reading is an excellent teaching technique for teaching students reading comprehension and building vocabulary.

2. Reading Comprehension

    According to Klingner (2007) defines that reading comprehension involves much more than readers' responses to the text. The purpose of reading comprehension is to gain general knowledge about what the text describes, not to understand the meaning of individual words or phrases (Woolley, 2011). This includes, for example, prediction, questioning, summarizing, determining lexical meaning in context, monitoring and reflecting on one's own understanding.

3. Descriptive Text

    Descriptive text is a text about characteristic features of a particular thing. According to Kane (2000) defines description is about sensory

experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

4. Poster

The poster is a large printed notice or picture (Oxford Dictionary, 2011). The poster presentation is a poster with interesting color and pictures.