

CHAPTER I

INTRODUCTION

This chapter covers some points including the background of the study, the formulation of the research problem, the objectives of the study, the significance of the study, the definition of key terms, and the organization of the study.

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

Guideline of curriculum 2013 (K13), there is a slight different perspective for teachers to interpret competences as many of them are derived from psychomotor domains, discourse competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), macro-skills (productive: speaking and writing, and receptive skills: listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling).

There were numerous incorrect interpretations to the previous curriculum framework such as the policy of one lesson plan which covered one KD whereas in English curriculum, one KD is supposed to cover the four skills. Referring to the goal of teaching English stated in Curriculum 2013 (K13) for English subject, there are four skills will be integrated as the notion of the competence refers to the notion of communicative competence they are listening, reading, speaking, and writing.

Reading is one of four important skills in English. Reading is regarded as a decoding skill that is, interpreting codes into ideas. Wallace (1993:4) states that reading is interpreting, which means reacting to a written text as a piece of communication. In other words, we assume some communicative intents on the writer's part in which the reader has some purposes in attempting to understand. People consider reading as an important activity, so that people usually say that reading is the window of the world. It is a means to see the world. By reading, people can get the information widely without going anywhere.

Based on the objectives of teaching English as stated in the Basic Competence of English Curriculum of 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. The students are expected to have skills in reading, such as: (1) finding the main idea, the explicit and implicit information, the synonym, (2) responding of generic structure (3) responding of language features.

Although the objectives of the teaching has been stated explicitly, it cannot be denied that the result of the preliminary study especially in MTs Ma'arif Udanawu Blitar in the year of 2016–2017 is still far from what is expected. It is indicated by the fact the minimum English student's score is 70. It different from the national KKM that is 7.5.

Before conducting this research, the researcher conducted the preliminary study to the class VIII-G of MTs Ma'arif Bakung Udanawu Blitar to know the research problem. The researcher giving the test to the students that consist of questions to measured their reading comprehension. The result of preliminary test which only 22,5% (9 students) students were passed the test and the other 77,5% (31 students) who failed. The result of means score in preliminary test that is still 64,5%. it is still far from passing score minimum which is 75.

After analyzing the results of preliminary study the researcher identified the problems during reading activity conducted in the class. The problems that researcher found were: (1) students had difficulty in inferring meaning of certain words in the text; (2) students had difficulty in identifying the main idea of the text; (3) students had difficulty in finding the implicit information of the text; (4) students had difficulty in finding the explicit information of the text, and (5) students had difficulty in determining the reference.

Based on the identified problems that the students had in reading, it is very important to solve the student's problem in reading comprehension.

Burns (1984:23) states “Enjoyment of reading should be considered of prime importance”. We should prove that reading is not a boring activity even though the material deals with scientific topic. We should try use an interesting technique to make the students enjoy the reading activity. The researcher proposes the use of Collaborative Strategic Reading (CSR) to increase the ability of students’ comprehension in reading the text.

This strategy has been successfully implemented by Desi Olivia Riani in her thesis project entitled “Collaborative Strategic Reading Implementation to Improve Student’s Reading Comprehension”. The result is there is improvement of students’ reading comprehension ability after using CSR strategy. She conducted two cycles in her research. In the test cycle I, students’ mean score was 67. Class percentage which passed minimum score was only 7,5% with 3 students passed minimum score. Furthermore, students’ reading comprehension was extremely improved in cycle 2. Student’s mean score continued to improve to 88 with class percentages which passed minimum score 97%. In this cycle, students’ reading comprehension was extremely improved since the students had understood CSR strategy well they had applied CSR strategy to reading in longer period. Student’s reading comprehension was increased after Collaborative Strategic Reading (CSR) had been applied in reading lesson. The result of this study had shown that CSR had improved five indicators of students’ reading comprehension which covered main idea, supporting idea, passage structure, making inference, and vocabulary.

Iftitahatul Hasanah Hadi also have been successfully implemented

this strategy in her thesis project entitled “improving the VIII F students’ reading comprehension by using collaborative strategic reading at MTs Baitul Hikmah Tempurejo in the academic year 2013/2014”. The result is there is improvement of students’ reading comprehension ability after using Collaborative Strategic Reading (CSR) strategy. It showed that were 22 students with score ≥ 70 . Students who got ≥ 70 in reading comprehension and the result of the second cycle test could be 78,57%, it means the criteria of success of this research had been achieve. By using Collaborative Strategic Reading in teaching and learning process, the students are able to work together in small group and they not only talk about the content of the text but also understand the text. From this review of previous studies, it can be conclude that Collaborative Strategic Reading (CSR) can improve students’ reading comprehension ability in many aspects. So, the researcher interested to use Collaborative Strategic Reading (CSR) in this study but the reading text focused on recount text.

As stated by Klingner and Vaughn (2000:75) that CSR is a classroom technique developed to take advantage of the potentials of collaboration for language development in the classrooms that students of various reading and achievement levels work in small cooperative groups to assist one another in applying the four reading strategies, that are Preview, Click and Clunk, Get the Gist and Wrap up to facilitate their comprehension of reading content-area text.

CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal; teaching and (b)

cooperative learning or student pairing. In reciprocal teaching, teacher and students take turns leading a dialogue concerning key features of text through summarizing, questioning, clarifying, and predicting. Reciprocal teaching was developed with the intention of aiding students having difficulty with reading comprehension. Palinscar and Brown (1984) found that seventh graders with poor reading comprehension skills achieved sizable gains through use of the reciprocal teaching method. More recent studies using reciprocal teaching have found it to be effective with struggling middle school and high school readers. Klinger and Vaughn (1996) originally designed CSR by combining modified reciprocal teaching with cooperative learning. Through a number of research trials, CSR has been refined and currently consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading).

CSR has been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. Bryant (2000) states that in a study of 60 sixth-grade middle school students with varied reading levels in inclusive classrooms, a multicomponent reading intervention was used to address to the range of reading needs. CSR was used in conjunction with two other research-based strategies: word identification, and partner reading.

Collaborative Strategic Reading (CSR) is an approach that works

well in mixed-ability classrooms and helps students improve their reading comprehension. CSR can be implemented in a subject-area classroom, such as science or social studies, to improve student comprehension of expository text. It takes time to teach the CSR strategies, but students benefit by developing skills enabling them to better understand the material in their reading assignments. An additional benefit is the development of skills related to working in groups, CSR provides meaningful roles for each group, students more active and independent reader, providing student-led instruction that is highly useful for students in comprehending content area text as well as deciphering vocabulary and multi-syllabic words, and CSR provides peer interaction that occurs as students work in heterogeneous group that can promote interest and persistence in the reading text.

Based on the discussion above, the writer is interested in carrying out a study on *"Improving Students' Reading Comprehension Ability Using Collaborative Strategic Reading (CSR) at MTs Ma'arif Bakung Udanawu Blitar "*.

A. Formulation of the Research Problems

Based on the background of the study, the writer formulates the problem on the study as follows: "How can the collaborative strategic reading (CSR) be used to improve student's reading comprehension ability at the eighth grade students of MTs Ma'arif Bakung Udanawu Blitar?"

B. Objectives of the Study

To find out how Collaborative Strategic Reading (CSR) can improve the eighth grade student's reading comprehension ability at MTs Ma'arif Bakung Udanawu Blitar.

C. Significance of the Study

This study will give many benefits and progresses in teaching reading. The result of the study could give valuable for:

1. The Researcher

For the researcher, this study can useful to give better understanding about how to improve students' reading comprehension and can be experience to teach English in student' reading comprehension using Collaborative Strategic Reading (CSR).

2. The Students

- a. Students get experiences by using Collaborative strategic Reading in learning class.
- b. Collaborative Strategic Reading (CSR) can improve students' reading comprehension.
- c. Collaborative strategic reading (CSR) can improve students' motivation in learning reading.

3. English Teachers

- a. Teachers can use Collaborative Strategic Reading as one alternative strategy for teaching learning in their classroom
- b. The English teacher can use this strategy to give motivated to students, make students more interested to study, and are not bored in teaching learning process.
- c. This strategy as mean to improving the teachers' teaching skill professionally

4. Other Researchers

The result of this study can be insight for other researcher to conducting the research that has some type especially in reading comprehension and can be reference of research action by using Collaborative strategic Reading (CSR).

D. Definition of the Key Terms

1. Improving Students' Reading Comprehension

The word "improving" means the teacher's attempts to develop the students' reading competence in appreciating the written story both the contents of the text and the organization by comparing between the students' mean score of reading understanding pre-test and their mean scores of reading understanding post-tests.

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. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a method of teaching reading reading comprehension strategies originally designed for teacher-led small groups of students in special education whose first language is not English.

E. Organization of the Study

The organization of the study are, chapter I consists background of the study, formulation of the research problem, objective of the study, significance of the study, definition of the key terms and organization of the study. Chapter II deal with definition of the reading, definition of reading comprehension, definition of collaborative strategic reading, and narrative text of the text. Chapter III concern about research design, subject and setting of the study, procedures of the study. The design of the procedures of the study covers preliminary observation, planning, implementing, observing, and reflecting. The design of planning covers socializing the research program, providing the strategy, designing the lesson plan, preparing the criteria of success, and training the collaborator teacher. Chapter IV consists of findings and discussion of the study. Chapter V consists of conclusion and suggestion.