**CHAPTER I**

**INTRODUCTION**

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

1. **BACKGROUND OF THE STUDY**

Based on the objectives of teaching English as stated in the Basic Competence of English Curriculum of 2006 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.

 Although the objectives of the teaching has been stated explicitly, it cannot be denied that the result of the teaching English language especially in MTsN Aryojeding in the year of 2011–2012 is still far from what is expected. It is indicated by the fact the minimum English student’s score is 6.5. It still far from the national KKM that is 7.5.

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Most of the students feel that reading activity is burdensome and boring. 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 fact that the way they answer the questions 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 don't 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. Allen and Valette (in Ahmadi, 2004 : 30) state a teacher is the main figure in language classes since the teacher can manage all the learning teaching activities. Hummarly (in Ahmadi, 2004 : 30) says that a teacher is the main factor for the success or failure of foreign language teaching. Hunter (1994) has opinion that a teacher is decisions that are mode by the teacher. One of the classroom decisions that teacher can make is the choice of the learning strategy to be applied in learning teaching process. To conclude, the strategy used by the teacher in learning teaching activity is an important factor for helping both the teacher and the students to achieve the instructional objectives.

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.

Enjoyment of reading should be considered of prime importance (Burls et a1, 1984:23). We should prove that reading is not a boring activity even though the material deals with scientific topic. We should try to use an interesting technique to make the students enjoy the reading activity. One of the techniques that can make the students enjoy reading is Collaborative Strategic Reading (CSR), Janette K. Klingner and Sharon Vaughn firstly introduced CSR. Although the CSR is designed to be used to the expository text, but it can be applied in narrative texts. It involves several groups of students discussing a text and comprehending the text together in many strategies. The strategies are: *Preview, Click and Flunk, 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.

Based on the discussion above, the writer is interested in carrying out a study on *"Improving The Eighth Year students Reading Comprehension of Narrative Text By Using Collaborative Strategic Reading (CSR) At MTsN Aryojeding, Rejotangan, Tulungagung ".*

1. **STATEMENT OF THE PROBLEMS**

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

1. How is the teaching learning process of Reading by using CSR of MTsN Aryojeding, Rejotangan, Tulungagung ?

2. How can the Collaborative Strategic Reading (CSR) be used to improve student’s reading comprehension at eighth year of MTsN Aryojeding, Rejotangan, Tulungagung ?

1. **OBJECTIVES OF THE STUDY**

Regarding the formulation of the problem, the study is expected:

1. To application of the Collaborative Strategic Reading (CSR) for the eighth year student’s of MTsN Aryojeding, Rejotangan, Tulungagung.
2. To improve the eighth year student’s reading comprehension by using Collaborative Strategic Reading (CSR) at MTsN Aryojeding, Rejotangan, Tulungagung.
3. **SIGNIFICANCE OF THE STUDY**

The result of the study could give valuable for:

1. English teachers

* As an insight of teaching strategy in reading
* As one of the alternative strategies for their classroom
* As a mean of growing and improving their teaching skills professionally

2. Future Researcher

* As insight of conducting research
* As a reference of research action by using Collaborative Strategic Reading (CSR)
1. **SCOPE AND LIMITATION**

The strategy focuses on two things. The first concern deals with the application of the Collaborative Strategic Reading (CSR) for teaching and learning process in reading comprehension that will be implemented to the eight year students of MTsN Aryojeding , Rejotangan, Tulungagung. The second concern is related to the students' improvement of reading comprehension in narrative text as the evaluation of the strategy applied to the students in class.

1. **KEY TERMS**

1). Improving

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). 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.

4) Collaborative Strategic Reading

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