

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with background of the study, problem of the study, objectives of the study, research hypothesis, significant of the study, scope and delimitation, and definition of the key term.

### **A. Background of the Research**

Reading is becoming an important need for students to get knowledge from global information which is mostly written in English. However, the important part of reading text is a comprehending the meaning of the text itself. Knowing how to read words has ultimately little value if the student is unable to construct meaning from the text.

Wallace (1993:4) states that reading is interpreting, which means reacting to a written text as a piece of communication. Reading is always related to comprehension. Reading comprehension is a process of constructing meaning by integrating the information provided by the author and the readers' background knowledge (Boss and Vaughn, 1991:144).

Grellet (1981:7) reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself question. This should

therefore be taken into consideration when devising reading comprehension exercise. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce question which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraph. This is best achieved through a global approach to the text.

In Indonesia, English is a foreign language and has been taught to the students from different levels of education. It has four skills and three components. The students are expected to master all English skills (listening, speaking, reading and writing) and English components (grammar, pronunciation, and vocabulary). In other words, students are expected to be able to use English both in spoken and written forms. The students are expected to express their ideas and feelings actively in English. Many Indonesian students find a lot of difficulties to learn English skills and components. The teachers not yet applied an appropriate technique, method, approach, and model to teach reading. Students still have some difficulties in understanding text.

In the other hand, there are some difficulties faced by students studying English, they are : (1) the students still limited or lack of vocabulary. (2) the students have difficulty in identifying main idea in the text. (3) the students have difficulty in finding the implicit and explicit information of the text. (4) the students do not have good motivation to read because the text is not interesting and the text too difficult for them. So they feel bored in reading. In

the other hand, 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 score.

In today's classroom, specifically in the reading area, educators must implement effective pedagogical techniques that challenge students to achieve at their highest levels help to prepare them for society that is saturated with informational text in print and digital form. Then, one of strategies to make student active in reading comprehension is a Collaborative Strategic Reading (CSR) which was found and developed by Klinger & Vaughn (1998). The reason why the teacher choose collaborative strategic reading for teaching reading comprehension in junior high school are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement (Abidin, 2012).

Collaborative strategic reading is a reading strategy that lets the student work in group of three to five students to examine a text by employing Preview, Click & Clunk, Get the Gist and Wrap Up strategy. Preview creates students' interest about a topic and makes the students predict the content of the text.

Click & Clunk controls students' understanding especially towards difficult words they do not know. Get the Gist obligates students to know main idea in a paragraph so they can easily proceed to the next paragraph. Meanwhile, Wrap Up evaluates significance of a text and it invites students to make conclusion from the text.

There are many studies (Edi, 2014; Puspita, 2013; Desy, 2013; Nur Jannah, 2014), implementing CSR on various grades. Those studies reveal that, this strategy is effective to apply teaching reading. First, Edi (2014) conducted a study on the Effectiveness of using Collaborative Strategic Reading in Reading Comprehension of the Eighth Grade Student Junior High School 15 Yogyakarta. Second, Puspita (2013) conducted her research on The Effect of Collaborative Strategic Reading on the Eleventh Grade Students Reading Comprehension Achievement at SMAN 2 Bondowoso. Third, Desy (2013) conducted a study on Collaborative Strategic Reading Implementation to Improve Students' Reading Comprehension in University of Kuningan Indonesia. The last, Nur jannah (2014) conducted a study on The Effect of Using Collaborative Strategic Reading and Personality toward Students' Reading Comprehension at Grade XI of Social Science at SMAN 7 Padang. The above shows that CSR is effective to be implemented in reading comprehension. Then, CSR strategy is successfully implemented in the eighth grade, eleventh grade and students in university as well.

In accordance to above of the study, this research is done to test whether CSR is effective to improve reading comprehension of student on the eighth

grade junior high school. Thus, this research focuses on “The Effectiveness of Using Collaborative Strategic Reading (CSR) toward Reading Comprehension of the Seventh Grade Students of SMPN 1 Ngantru Tulungagung”.

### **B. The Statements of The Problem**

The problems of this study can be statement as follows:

1. Is there any significant difference before and after being taught by using Collaborative Strategic Reading in SMPN 1 Ngantru Tulungagung?

### **C. The Objectives of the Study**

According to the statements of the problem, the objectives of the research are as follows:

1. To analyze whether there any significant differences of the Collaborative Startegic Reading on reading comprehension in the seventh grade students at SMPN 1 Ngantru Tulungagung.

### **D. Research Hypothesis**

In this research there are two kinds of hypothesis formulated to be tasted. There are Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ).

The Null Hypothesis ( $H_0$ ) : There is no significant different score of the students' reading comprehension before

and after taught by using Collaborative Strategic Reading (CSR).

The Alternative Hypothesis ( $H_a$ ): There is significant different score of the students' reading comprehension before and after taught by using Collaborative Strategic Reading (CSR).

### **E. Significance of the Study**

The study is expected to be significant as follows :

1. For the teacher

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. For the student

To help the students to increase reading comprehension and their interest to be more active in teaching learning process.

3. For the further researchers

The other researchers can use this study as a comparison to other similar studies. Then the research can be used reference for those who want to conduct a research in teaching reading.

## **F. Scope of Limitation**

In avoiding the deviation from the topic, the writer focuses on the students' reading comprehension, especially students' reading comprehension for descriptive text by using Collaborative Strategic Reading (CSR).

The writer limits the problem areas into a more specific one which focuses on the students' reading comprehension of the seventh grade students of SMPN 1 Ngantru Tulungagung.

## **G. Definition of Key Term**

The writer wants to explain the meaning of key terms in the title in order to make easy and understandable by the readers. They are as follows :

### **1. Reading**

Wallace (1998: 4) adds that reading is interpreting which means react into 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.

### **2. Reading Comprehension**

According to Boss and Vaughn, Zimmerman (2011), reading comprehension is essentially the ability to understand what has been read. Students are said that they have good comprehending on reading when they are able to make a conclusion or able to show the information that they got after reading a written form.

### 3. Collaborative Strategic Reading

Klingner and Vaughn (1998:32) state that Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students' reading comprehension and building vocabulary and also working together cooperatively.