

CHAPTER I

INTRODUCTION

This chapter consists of the research background, research problem, scope of the study, research benefits, definition of terms and the research outline.

1.1 Research Background

In the current of globalization era, English is the important communication tool and one of the life skills that should be mastered. If we can speak English fluently, we will get easier to make a communication with foreigner because English is a language used by many people around the world. Therefore, learning English in the school is a must, with the existence of English lessons at school, then students will recognize and know English early. Thus, they will have a basic knowledge better before continuing to higher education level. A teacher can provide supplies for students to master English that it can provide better opportunities to develop themselves in order to face the competition of jobs and careers in the future. English has become a tool that is crucial for the continuation of education, employment and social status.

English becomes one of school subjects in the eight graders of Junior High School and one of national examination in the High Schools. Hence students at eight grades should learn English and more practice to face the national examination in the future. English teaching and learning cover the four language skills namely, speaking, listening, reading and writing skills and those skills are taught for the students so that students can communicate well in English both oral or written. The four language skills are integrated in the teaching and learning process.

Reading is one of the language skills that should be mastered by students and have an important role in learning English. It shows that reading is the main key to get the knowledge. The process of learning is to gain more knowledge that involves the ability to read. Through reading, reader can gather the information and communicate easily because it is supplied by mastering the vocabulary. Learning vocabulary is also important to comprehend the text that a person read. To comprehend a text in English, students should have more practice to read a text. A skill can not be got without hard work and practice well. There is one of the English idioms that says "*Practice makes perfect*", it means that the more you practice, the greater

your confidence.

According to Harmer (2001), when the learners read a story or a newspaper, they deploy a range of receptive skill. Therefore, reading is one of the receptive skills. When they are reading, they receive information through their eyes. Reading is the basic skill everyone has to have if he wants to learn language. Without reading, people will not be able to learn the language. Reading also helps the students to develop their critical thinking and become influences the success of students academic achievement. The success of teaching and learning process in the classroom or outsides the classroom is influenced by reading habit.

Students use their background of knowledge and experience to compose meaning from the text in reading process. In this process, the readers connect the ideas in the text to what they already know in order to get the comprehension of the text. In addition, most people can understand the material they read after reading word-by-word and spending a lot of time repeating the difficult term.

Regarding the importance of reading, the ability to read text in English will contribute a great deal of advantages either for careers, simply for information or pleasure, so the need for mastering reading can not be denied. By reading the students already communicate with the writer and get the message from the text.

In order to grasp the meaning, the readers need to comprehend them. As Brassell and Rasinski (2008:15) propose, reading refers to the ability to comprehend or make meaning from the texts. It means that when someone reads, he also needs to comprehend. Reading is not only looking at word and spelling of a written text and not only following the letters carefully line by line of the text but also reading is to understand a written text.

In the *School Based Curriculum (KTSP)* 2006, students in Junior High School should master all kinds of reading texts such as: descriptive, procedure, narrative, recount, functional text and etc. So when the students in the third grade, they only review the materials of reading texts that they got from the first grade. From the reading text, students are expected to understand the texts by identifying main idea, detail information, vocabulary and etc. Students can get many vocabularies that they need by reading that can be applied in speaking and writing.

Vocabulary mastery can be one of the modals to understand a text and students who are weak in vocabulary mastery will face serious problems on reading comprehension. But if only vocabulary mastery, it is not able to help students to understand a text. Besides, students should

be taught about how to master the vocabulary students should also be taught skills and strategies to understand a text (Rapp et al, 2007).

It was what happened in SMP N 1 Sedayu, based on the researcher's interview with the English teacher, there were some problems faced by the students in learning English. The target of *KKM* in that school is 76, but only several students could pass the target and the achievement was still low. They got difficulty in each of English skill. The main problem for students when they get reading materials are about vocabulary and comprehending the text. They were lack of vocabulary and difficult to comprehend the English text so that the activity in teaching reading did not run well.

In teaching learning process, especially for reading, the students was passive in reading activity, the classroom condition during teaching learning process was noisy and students were busy talking to their friends. The method that the teacher used in teaching learning process was by group discussion. It was because the students still got difficult to work individually and they were needed the improvement for their learning English especially in reading comprehension.

The cause of students got difficult in learning reading comprehension is the selection of learning strategies are less effective. Strategy is one of ways or important things to achieve the goal in order to make students involve more and plays an important role in learning reading. Therefore, the teacher should choose one of appropriate strategy for teaching reading to the students. The use of appropriate strategy also avoid teacher as the center of the learning process. When actively participate in learning, students will find itself understanding and formed their own understanding in their minds. Thus, new knowledge presented by the teacher can be interpreted in daily life.

The strategy used by English teacher in SMP N 1 Sedayu to teach reading was emphasize on group discussion and after the students finished their assignment, they discussed the answer and Indonesian meaning of the text. Therefore, students only did the task by themselves and rarely to ask to the teacher, even though they had difficulty in answering the questions. The teacher used small group in learning process, but some of the students were talking with another friends, did not participated in group discussion and did not pay attention to the teacher.

To overcome those problems, the researcher uses Collaborative Strategic Reading (CSR) to teach students reading comprehension. CSR provides the opportunity for readers to apply most of the strategies needed for the reading skill. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and the group (Vaghaun et al, 2011).

This strategy is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension. It is also expected in order to make students actively involved themselves in the reading class. According to Klingner (1998: 32) in CSR students learn four strategies: before reading (*preview*), during reading (*click-and-clunk*, and *get the gist*), and after reading (*wrap-up*).

Based on the reason above, in order to solve the problems that occurred in the school, the researcher conducted an Action Research. Therefore, the research is focused on the efforts to improve the students' reading comprehension through Collaborative Strategic Reading in the reading subject at SMP N 1 Sedayu.

1.2 Research Problem

Based on the problem written above, the problems can be identified as follows:

1. How can Collaborative Strategic Reading improve students' reading comprehension?
2. How far is the improvement of students' reading comprehension using Collaborative Strategic Reading?

1.3 Scope of the Research

This research is limited to the subject and object of investigation. The subject of the research is the second graders at class VIII E at SMP N 1 Sedayu. Whereas the object of this research is only focused on the improvement of students' reading comprehension by using Collaborative Strategic Reading in delivering the material.

1.4 Research Objectives

In line with the problem stated before, the objective of this research are as follows :

1. To describe how Collaborative Strategic Reading can improve students' reading comprehension.
2. To find out the significant improvement of students' reading comprehension using Collaborative Strategic Reading.

1.5 Research Benefit

The result of this research is expected to be able to give benefits theoretically and

practically as follows :

1. Theoretically

This research is expected to give the useful input in teaching learning process for improving students reading comprehension by using Collaborative Strategic Reading in the eight graders of SMP N 1 Sedayu.

2. Practically

a. Teacher

It is expected that CSR strategy give other knowledge for the teacher, so that the teacher can consider to apply those strategy effectively in the class to improve students reading comprehension.

b. Student

It is expected that the result improves the students in reading comprehension by using Collaborative Strategic Reading, it is can help the students easier to comprehend in reading materials whether in the implicit or explicit meaning.

c. School

It is expected that the information of the result is useful for getting success in the teaching-learning process, so the quality of the teaching-learning process can be increased. The result of the research also hopefully improves students' achievement in English lesson.

1.6 Definition of Terms

There are some definition of terms use in the research to make the study easier and have understanding.

a. Improving

Improving is doing better or to have more qualities on something. It means the act to become better than before.

b. Reading

According to Hadley (2001) Reading as communication since it connects the author and the reader. It involves a mental process of the reader to create her/his comprehension of the text based on her/his purpose of the reading. It means through reading, the reader processes knowledge and information thus it is an active or receptive rather than a passive skill.

c. Reading Comprehension

Lenz (2005:1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text.

d. Collaborative Strategic Reading (CSR)

According to Klingner, Collaborative Strategic Reading is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. It means that CSR is one of the strategies that working as a small group to make the activity in teaching and learning reading more enjoyable.

Based on the definition of terms above it can be concluded that reading is the ability of person to understand and explore the meaning whether in the form of implicit or explicit of the text. Reading as the process of understanding the written text, it means if we read a text, there is a process to get and comprehend the meaning. Moreover, teaching reading comprehension aims at making students understand the author's intended message, interpreting the message's meaning and implication, and applying the message in meaningful ways. Improving reading skill sometimes depends on the ability of the reader to handle a sentence or passage. Thus, this study aims to Improving Students Reading Comprehension Through CSR at the eight graders of SMP N 1 Sedayu.