

CHAPTER I INTRODUCTION

1.1 Background

Reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language. Particularly where students have to read English material for their own subject. Much of the current thinking on reading tends to focus primarily on the purpose of the activity, even if reading is done for pleasure it is still purposed.¹ As McDonough and Christopher state that “reading is the most important foreign language skill”.² Reading becomes essential for students in order to enrich their knowledge. It is in line with Grabe and Stoller who state that reading is an essential means for learning new information.³ Thus, reading is essential because it can help students to obtain new information in order to enhance their knowledge from the text that they read. However, in getting the information from the text, the students need a good ability in reading comprehension. According to Snow reading comprehension is a process to get a precise understanding of the writer’s message through simultaneously extracting and constructing meaning by collaborating reader’s background knowledge and interaction and involvement in written text.⁴ In other words, reading comprehension is a process to connect the idea from the text and prior knowledge to get information.

¹Daniel Muijs and David Reynolds. *Effective Teaching Evidence and Practice* (London: SAGE Publication, 2005) p. 52

² Jo McDonough & Christopher Shaw, *Materials and Methods in ELT: A Teachers’ Guide* (Oxford: lackwell Publishers, 1993)

³William Grabe and Fredricka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language, 3rd Ed.* Marianne Celce-Murci (Boston: Heinle & Heinle, 2001)

⁴Catherine Snow, *Reading For Understanding: Toward An R&D Program in Reading Comprehension* (Washington DC & Ran Cooperation, 2002)

Therefore, reading comprehension is very important for students, especially in comprehending the reading texts.

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Decoding and comprehension are two key components of reading, but this doesn't mean that they should be taught separately, the goal of decoding should be to find meaning, and the learners need a sense of rewards the meaning can bring. The main point of teaching process of reading is making the students really understand with what they read. To reach this goal, the condition of the classroom should be effective to support teaching process. Teacher should be a good facilitator and make a good atmosphere in the classroom and make the students feel that English is easy and fun so the students will learn English in the class joyfully.

Teaching English as a foreign language is not as easy as teaching the first language. Because the students will find many problems. The Teacher always do the best to achieve the learning goal but we often hear the disappointment of English teacher because of the students unsatisfying scores. In view of the importance of reading skill, the teacher must improve the teaching of reading comprehension. The teacher can use some methods, techniques and approach of teaching reading so the students is able to enjoy and be stimulated in learning English especially reading comprehension.

Nowadays, many variations of techniques are offered in teaching reading. One of the techniques is Collaborative Strategic Reading (CSR). According to

Klingner and Vaughn, Collaborative Strategic Reading (CSR) is a technique that have been designed to improve students reading comprehension through small group discussion which students learn four strategies including “Preview”, “Click and Clunk”, “Get the Gist”, and “Wrap up”.⁵ Here, students are working in groups, and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate question about the text. In other words, students are given the opportunity to contribute their group by working together. The objective of Collaborative Strategic Reading (CSR) is to facilitate the students in improving their reading comprehension by working together in groups and to better understand the material in their reading tasks. As the result of the application of CSR, students are not only able to have better comprehension of a text but also learn to communicate in a small group. Thus, by involving activities of this technique, students are expected can resolve their problems in comprehending reading text. Collaborative Strategic Reading (CSR) technique had been applied in experimental study that conducted by Dita Andanawati. The research was carried out that the implementing CSR in teaching reading can help students comprehend English text better.⁶ Moreover, another research on CSR had been conducted by Dian Novita from Muhammadiyah University Sidoarjo. The result of this study indicates that the use of CSR technique is “effective” to increase the students’ achievement in teaching reading comprehension.⁷

⁵J. K. Klingner & S, Vaughn, *Using Collaborative Strategic Reading* (The Council for Exceptional Children, 1998)

⁶Dita Andanawati, “The Use of Collaborative Strategic Reading (CSR) in Reading Comprehension” (Skripsi at the First Strata (S1) Degree at UPI, Bandung, 2013),

⁷Dian Novita, “The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension “ at Muhammadiyah University of Sidoarjo

Based on explanation above, the writer thinks that Collaborative Strategic Reading (CSR) can be an alternative technique for students when doing reading comprehension in achieving their academic success later. To prove this, the writer was conduct a quasi-experimental research design to get the evidence whether Collaborative Strategic Reading (CSR) can effective on students' reading comprehension of descriptive text. CSR is supposed to be an interesting alternative technique that was help the students to organize their ideas of a text, so that they can comprehend the text easily. Hence, this study focuses on students' reading comprehension achievement, especially in reading descriptive text at MTs Al-badar.

The location of the research was in MTs Al-Badar. Based on the observation that researcher did before, the researcher found that the students in there still low in Reading Comprehension, the main reason is because they because most of students do not have reading habit. They lack of motivation or purpose, vocabulary, automaticity of decoding, and fluent reading. Based on the problem above, the researcher decide to do research under the title "The Using Collaborative Strategic Reading to Improve Students Reading Comprehension at the eighth grade of MTs Al-Badar.

1.2 Research Question

Based on the background of the study above, problem statement on this research can be formulated as follows:

- 1.2.1 How is the students' reading comprehension without using CSR at eighth grade students' of MTs Al-badar?
- 1.2.2 How is the students' reading comprehension by using CSR at eighth grade students' of MTs Al-Badar

- 1.2.3 Is the using of Collaborative Strategic Reading able to improve the students' reading comprehension at the Eight Grade of MTs Albadar?".

1.3 Object of the Research

Based on the statement of the problem above,

- 1.3.1 To know the students' reading comprehension without using the CSR at eight grade students' of MTs Al-badar.
- 1.3.2 To know the students' reading comprehension by using the CSR at eight grade students' of MTs Al-badar.
- 1.3.3 To find out the use of CSR is able to improve the students' reading comprehension at eight grade students' of MTs Al-badar.

1.4 Significance of the Research

The significance of the research is expected to give the knowledge and some advantage. The following presents some possible ways:

- 1.4.1 For the teachers, the result of this research is expected to provide them with an alternative technique to teach reading in the classroom. It is also expected to motivate the teachers to be more creative and confidence, so the students will be more enthusiastic in learning English in the class.
- 1.4.2 For the research that who will continue this research and make it complete, so English learners can reading comprehension through CSR.
- 1.4.3 For the students, the result of this research is expected to give them new experience in English learning, especially in learning reading comprehension so they can be more motivated to develop their abilities.