

CHAPTER I

INTRODUCTION

This chapter discusses some aspects dealing with the topic of the research. They are the background of the research, the problem of the research, the objective of the research, the operational definition of the term, the significances of the research, and the scope of the research.

1.1 Background of the Research

English has been taught and learnt as the main subject at junior high school until University level. School Based Curriculum (KTSP) has emphasized on four skills of English that have to be taught to the students, namely listening, speaking, reading, and writing. Reading is an important way to improve general language skills in English. By reading, the students learn to think in English, enlarge English vocabulary, improve their writing and it is a good way to find out about new ideas, fact, and experiences (Jeffries and Mikulecky, 1996:1). It means that the most important thing not only understand the structure of the texts but also comprehend the message of the texts. The fact is reading becomes a significant skill considering the need of understanding.

“Reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs” (Mikulecky, 2008:1).

Harmer (2001: 68) adds that reading provides opportunities to study other language skills and components vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts. So reading is the basic skill that is used to learn English. The goals of student's reading should be understanding and comprehending a text (SK and KD). Through reading activities students are expected to comprehend what the writer wants to say in the reading text (Moreillon, 2007:19).

Reading comprehension is very complex task involving many different skills, in this part you will learn to use some essential reading skill (Jeffries and Mikulecky, 2008:1). Reading is a complex process made up of several interlocking skills and processes (Tankersley, 2003 in Saskatchewan 2004:31) , and many students experience comprehension problems (Cornoldi & Oakhill, 1996; Pressley, 2006a, 2006b in Dymok Susan, 2007:161). The students still have weaknesses in comprehending a text. Lack of comprehension may also result in lack of the ability in using proper strategies or techniques in teaching reading (Rahman, 2007:149). There are many weaknesses of students reading comprehension, such as difficulties in finding information from the text, the lack of vocabulary, poor concentration, weaknesses in decoding and linguistic comprehension. Reading comprehension will fail if the children lack of comprehension to understand the text.

Before conducting the research, the researcher interviewed the English teacher and observed the eighth grade classes of SMP 3 Bondowoso. It was done on March 26th, 2016. The aim was to get the basic information about reading comprehension teaching and learning process and to know the characteristic of the

students in that level. Based on the interview with the English teacher, the problem of the students was lack of vocabulary, so the students had difficulties in understanding the meaning of the texts. The reading comprehension was still low. The students were confused in determining the correct information from the text. Therefore, they failed in reading comprehension. According to the students' previous score of reading comprehension, the eighth grade students still faced difficulties in comprehending a text, especially class VIII E. There were only 23 students (62%) of 37 students who achieved the standard score of 76 and the average of the students' score is 67. The students' reading problem might be caused by the method used by the English teacher. The teacher in the interview session said that she used summarize the text. Moreover, based on the researcher observation some of them were passive in teaching and learning process. Therefore, most of the students' reading comprehension achievement could not reach the standard score. Related to the phenomenon above, not only the students, but also the teacher have an important role.

The national curriculum support this view by concerning reading as the primary portion in national examination of junior high school. The standard kompetensi (SK) and kompetensi dasar (KD) can be assumed that ideally in reading, the students should be able to infer the meaning of words, identify the main idea of the text, find the implicit and the information of the text. Based on the statement above, it means that the teacher should choose an appropriate way of teaching strategies to teach reading comprehension. Teaching reading comprehension in English is not an easy matter. The perspective of reading

includes cognitive skills, strategy use, and motivation as crucial parts of reading (Guthrie & Wigfield, 2000 in Wigfield: 2000).

There are many different reading strategies or techniques that can be used by the teacher to teach reading comprehension. Such as Collaborative Strategic Reading (CSR) that will give a good impacts for learners' reading comprehension, because the purpose of CSR is to gain students' comprehension by using small group with some strategies. So the teacher who use this strategic will get interested in applying collaborative strategic reading (CSR) as one of the strategy to solve the problem on reading comprehension. Collaborative Strategic Reading is one of the interactive approach that have a fuction to make the students know how to comprehend a text.

Based on the background above, the researcher is interested in conducting a research entitled "The effect of collaborative strategic reading (CSR) on the eighth grade students' reading comprehension at SMP Negeri 3 Bondowoso in the 2015/2016 academic year.

1.2 The Problem of the Research

Based on the background above, the problem of the research is formulated as follow: Is there any significant effect of Collaborative Strategic Reading on the eighth grade students' reading comprehension at SMP Negeri 3 Bondowoso in the 2015/2016 academic year.

1.3 The Objective of the Research

Based on the problem of the research above, the objective of the research is formulated as follows:

To know whether or not there is a significant effect of Collaborative Strategic Reading on the eighth grade students' reading comprehension at SMP Negeri 3 Bondowoso in the 2015/2016 academic year.

1.4 The Operational Definition of Key Terms

Operational definitions of key terms are intended to avoid misunderstanding of the concept used in this research. The terms are necessary to be defined as follows:

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) in this research is one of the strategies to teach reading comprehension in which the students work cooperatively in small groups consisting of four students and do the four steps of CSR (preview, click and clunk, get the gist, and wrap up). In the process, each student has their own role as leader, clunk expert, gist expert, and question expert. The groups are formed by the teacher by making low achievers and high achievers that work together in groups. The implementation of CSR in teaching reading comprehension in this research is divided into two phases: teaching the strategies phase and cooperative learning group phase.

Reading Comprehension

Reading comprehension in this research refers to the comprehending generic structure, word, sentence and paragraph. The reading comprehension test used narrative text as the reading material.

Narrative Text

Narrative text is a text that tells the past story. Narrative text contain three parts, orientation, complication and resolutin. The purpose is entertain and educates the reader.

1.5 Significances of the Research

The results of this research are expected to give some benefits to the following people:

1. The English Teacher

The results of this research are expected to give more information for the English teacher at school about Collaborative Strategic Reading (CSR) and enrich the English teacher's knowledge about various strategies in teaching reading. It can be used as one of the strategies to teach reading comprehension.

2. The Students

The results of this research are expected to show the effectiveness of Collaborative Strategic Reading (CSR) on the students' reading comprehension so the students can read effectively.

3. Other Researchers

The result of this research can be used as a reference for other researchers who is going to conduct a further research dealing with Collaborative Strategic Reading (CSR) with different levels of students, different designs, or different materials (variety of texts) used in the research.

1.6 The Scope of the Research

This reseach is conducted to eighth grade students of SMP Negeri 3 Bondowoso in the 2015/2016 academic year. This reseach is limited on the students' reading comprehension by using collaborative strategic reading.