

# CHAPTER I

## INTRODUCTION

This research aims to find out the effectiveness collaborative strategy on students' reading comprehension. This chapter discusses the background of the research, the problem of the research, the objectives of the research, the operational definition of the terms, the significance of the research, and the scope of the research.

### 1.1. Background of Research

The most essential skill for expanding knowledge is reading. Since many books are written in English, reading serves as a key medium for accessing information. As a result, individuals often strive to develop their ability to read and comprehend English texts. (Tarigan, 2008). Reading comprehension is a reading approach that aims to evaluate a text, engage the reader, and provide a relevant analysis of the content. (Alex & Achmad, 2010).

Reading provides individuals with greater access to information, experiences, knowledge, entertainment, and more. This highlights the widespread development of information globally, particularly in printed media. For example, printed materials such as books, newspapers, magazines, and journals contain valuable information, much like content found on the internet. Therefore, reading is considered an essential method for acquiring knowledge across various fields, including science and technology, (Pamela, 2004).

The ability of readers to use metacognitive reading strategies to comprehend both the obvious and hidden meanings of a text is known as reading comprehension. The process of reading comprehension is intricate and involves both readers and text. It is rational to conclude that there are three main forms of reading: comprehension, accuracy, and fluency. Comprehension refers to the capacity of the learner to locate, decipher, and apply concepts. Accuracy refers to the ability to read words correctly; it involves both phonological and orthographic processing. Fluency refers to the ability to read with accuracy, speed, and proper expression, time needs time to bill (Ahmadi, Hairul, & Pourhossein, 2012 & 2000). To achieve the three aspects of reading, teachers need to employ reading strategies. One of the strategies is collaborative strategy reading (CSR). Husniati, (2021) states that collaborative strategy reading (CSR) is cooperative learning strategy that can help the students to solve their problem in reading comprehension. In this learning strategy, the teacher guides students to read texts, and students also work collaboratively in a team of four to five students. Grabe, (2009) claims that Collaborative Strategy Reading is a promising approach to combined- strategies instruction that draws on both reciprocal teaching and cooperative learning. There are four steps of collaborative strategy reading (CSR). First, Previews, this stage allows students to activate their previous knowledge of the topic and predict what they should learn by reviewing pictures and titles or skimming text to determine the main idea. Second, Click and Clunk is a strategy to monitor students' understanding of complex terms that they recognize or do not recognize. Next, Get the Gist, in this stage, students conclude

the main ideas of the reading they have read. Students can discuss to determine the main ideas of each paragraph and then analyze the main ideas of the text. The last is Wrap Up, students will make questions and conclude what they have learned, (Husniati, 2021).

A few scholars have carried out investigations into Collaborative Strategy Reading. For example, Wahyudin's (2014) finding points out that using Collaborative Strategy Reading (CSR), there was a substantial difference in the students' reading abilities before and after completing the pre-test and post-test for the previously mentioned research. Rosalina's (2013) finding indicates that students' reading comprehension achievement increases when they are taught the Collaborative Strategy Reading after it is implemented. Mutmainah's (2011) finding shows that there was a significant difference between the experimental group's and the control group's post-test results for the students' improved reading abilities when they used the Collaborative Strategy Reading. Rizki's (2011) finding reveals that employing Collaborative Strategy Reading was useful in considerably enhancing reading comprehension based on the previously mentioned information. However, this study differs from previous research in its focus on students' difficulties with grammar, particularly tenses and words with multiple meanings, as well as their struggles in interpreting challenging vocabulary during reading comprehension. For this reason, the study selected IX B and IX H grade students of SMPN 2 Balung as its subjects. This research employed a quasi-experimental design to examine the impact of collaborative strategic reading on students' reading comprehension.

## **1.2. Research Question**

Based on the statement in the background above, the researcher formulated the research questions as follows:

“Is there a significant effect of the use of collaborative strategy reading on students’ reading comprehension?”

## **1.3. Research Objectives**

Based on question the research above, the research objective is to find out whether there is a significant effect of the use of collaborative strategy reading on students’ reading comprehension.

## **1.4. Operational Definition of the Terms**

In order to clarify the key term used in this study, some definition are put forward:

### **1.4.1. Collaborative Strategy Reading**

Encouraging students to work in groups during collaborative strategic reading (CSR) allows them to freely exchange ideas. Through discussion, they learn to articulate and clarify concepts for peers who may struggle with understanding the question sheet. Additionally, every student actively participates in the process by reporting group discussions, providing feedback, sharing conclusions, and answering assessment questions. The effectiveness of CSR was evident, as students demonstrated a better understanding of narrative texts. This success can be attributed to the active engagement of students in each learning activity.

### **1.4.2. Reading Comprehension**

Reading comprehension is the ability to understand and interpret written material. It relies on interconnected skills, particularly language comprehension the ability to grasp the meaning of words and phrases.

Reading comprehension in this research comprises: 1) Main idea (topic), the idea or topic that discusses in the text; 2) Vocabulary in context words that have the same meaning (synonyms); 3) The meaning of the words (reference); 4) Grammatical features its about the element in linguistic words; 5) Expression / idiom / phrase in context; 6) Inferences (implied detail), part of the text that assumes the reader already learned about a spesific topic; 7) Supporting idea(s) the idea that backs up the main idea; 8) Detail (scanning for a spesifically stated detail) the spesific information in the text.

## **1.5. Significances of the Research**

### **1.5.1. Theoretically**

The results of this study are expected to serve as valuable input for teachers in enhancing the quality of English instruction, particularly in reading comprehension. Teachers can incorporate Collaborative Strategic Reading (CSR) techniques to support students' learning and improve their understanding of texts.

### **1.5.2. Practically**

For English teachers, this research can be used as a reference for teaching English.

### **1.6. Scope of the Research**

This study aims to investigate the impact of collaborative strategic reading (CSR) on students' reading comprehension. The research was conducted at SMP Negeri 2 Balung Jember, with ninth-grade students in the 2023/2024 academic year. Specifically, the study seeks to determine whether the use of the CSR method has a significant effect on students' reading comprehension.

