

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Language is very important to learn because through language we can communicate with each other and shares our ideas. There are four basic skills in English instruction at schools in Indonesia: speaking, listening, reading and writing. Based on the concept and function of English stated in the 2006 Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), the teaching-learning of English also has the purpose to develop the four language skills. One of the language skills that should be learnt by English learners is reading. Reading is an essential skill for all students at all levels. The students are required to be able to read, but the students feel difficult when they want to draw the meaning and get information from reading.

In reading process, students are expected to get knowledge and familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skill in order to get the meaning in the text. The students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skill to understanding the text.

According to Snow (2004), reading comprehension entails three elements: The reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part. Therefore, teacher not only should help students how to read but the way to comprehend and get the way to comprehend and to get the meaning of the text itself.

In reading skill, students are expected to have knowledge and ability to understand about the content that has explained in the text. It means that students need to learn a considerable amount of information of a text. Therefore, students need some abilities to understand and remember main ideas as well as number of details that elaborate the main and supporting ideas in text. They also need to link text to their knowledge base.

In fact, reading is not as easy as people think. Reading is a complex process. There are some difficulties which are faced by people when they want to get information through reading. As McNamara (2009) states that reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure understanding the words, the sentences, the sentences' unity and organization, and the lack of interest or concentration. That problem often faced by the students in comprehending the text. Students may not be able to read themselves, fail to understand the relationship between the sentence and whole meaning of text. The main problems in this case that the students may be lack of the necessary strategies for reading to overcome those challenges. This case will be frustrating and de-motivating, such attitudes often due to unsuccessful experience in reading.

This case based on the researcher's experience when researcher was in Field Experience Practice (*Praktek Pengalaman Lapangan/PPL*), the researcher found that the students have a difficulty when the students are asks to get some interesting messages from their reading text. Although some students could read and pronounce the words well but they could not understand to comprehend the text well. And the result, most of them always get bad score in reading comprehension and could not reach Minimum Passing Criteria (*Kriteria Ketuntatasan Minimum/KKM*). This condition really proves how bad the students achievement in reading.

In line with above discussion, the improvement of teaching reading comprehension has been a challenge to the teacher of English. Teaching strategy of reading is really needed in order to encourage students' ability and enhance their interesting in reading. Interesting reading is surely able to create a good atmosphere in the classroom so students can improve their way of learning especially comprehend the text.

Based on the The National Reading Panel (2000) noted seven key strategies in reading comprehension: comprehension monitoring, cooperative learning, using graphic organizers, answering and generating questions, story structure and summarizing. It also found that teaching a combination of these techniques is likely to be most effective. Collaborative Strategy Reading (CSR) is one of the cooperative learning teaching strategy which can improve students' academic performance, especially in reading comprehension.

Klinger and Vaughn (1998) pointed out that making the students in a group to comprehend the reading text collaboratively is a good way in teaching reading. By applying Collaborative Strategy Reading (CSR) teaches and students to work cooperatively on a reading assignment to promote better comprehension. The goals of Collaborative Strategy Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways that later maximize students' participation.

Refi (2012) has ever made an experiment research to find out whether the use of Collaborative Strategy Reading (CSR) significantly affects the students' achievement in reading comprehension. The result showed that the use Collaborative Strategic Reading (CSR) is effective strategy to teach content area reading comprehension to the eleventh year students of *Rintisan Madrasah Bertaraf Internasional* (RMBI) MAN 1 Bojonegoro in the academic year of 2011/2012.

In short, the researcher simplifies that to overcome the problem of teaching reading, particularly in comprehend the text, the need strategy which will intend the enthusiasm of students in learning activities. Applying Collaborative Strategy Reading (CSR) is expects to solve the problem and to bring good improvement in students' reading achievement.

Based on the explanation above, the researcher is interested in conducting the research in order to know that how "The Effect of Applying Collaborative Strategy Reading (CSR) on Students' Achievement in Reading Comprehension".

B. The Problem of the Study

In line with the background of the study, the problem of study is formulated as the follows: “Does Collaborative Strategy Reading (CSR) significantly affect students reading comprehension ?”

C. The Objective of the Study

In relation to the problem, the objective of study is to find out whether the Collaborative Strategy Reading (CSR) is significantly effect on students reading comprehension.

D. The Scope Of the Study

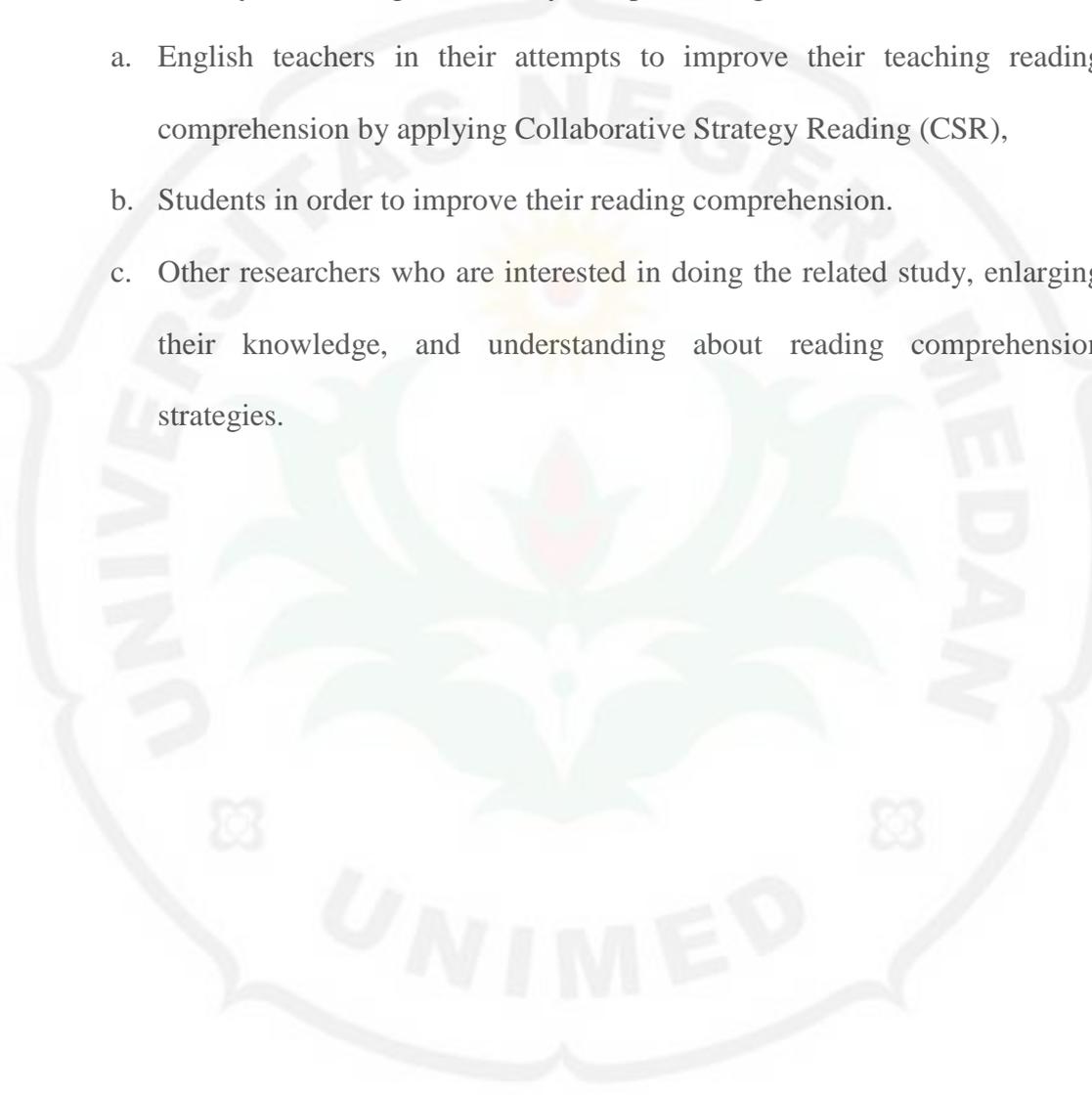
Collaborative Strategy Reading (CSR) is strategies of reading comprehension that can be applied to increase English teaching process. To minimize the wide area, this is only focus to find the affect of Collaborative Strategy Reading (CSR) strategy on the students’ reading comprehension.

E. The Significances of The Study

The finding of the research is expected to have both theoritical and practical importance in writing as a process and product especially the framework of reading.

- 1) Theoritically, the finding of the study is expected to enrich the theories of reading.

- 2) Practically, the finding of the study is expected to give a feedback to the:
- a. English teachers in their attempts to improve their teaching reading comprehension by applying Collaborative Strategy Reading (CSR),
 - b. Students in order to improve their reading comprehension.
 - c. Other researchers who are interested in doing the related study, enlarging their knowledge, and understanding about reading comprehension strategies.



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