

## CHAPTER I INTRODUCTION

### A. Background of The Study

There are four skills that must be mastered in English. They are speaking, listening, reading and writing. In learning English, students can be a versatile learner by mastering every language skills. One of the important skills that should be mastered by the students is reading. Reading is a process of bringing the meaning to and getting meaning from printed material and visual information. By reading, the readers are able to collect, take, and get the information. The information can be a text and knowledge which have the main role in forming the meaning.

The essence of reading is comprehension. Reading comprehension is process of readers combining information from a text and their own prior knowledge to build meaning. Without comprehending the text, it means the readers do not understand the text well and the readers are not able to get the meaning from the text. The readers must have a good comprehension in reading. Mc. Neil (1992:16) states that reading comprehension is acquiring information from the context and combining different elements into a new whole. It means that reading comprehension can be described as consisting of parsing sentence and understanding the sentence.

Every student absolutely has the prior knowledge before reading the text. Each of them carries different schema or prior knowledge. It is not same for

all students. But, in the fact most of the students still get a lack in activating their prior knowledge during the reading process, specifically in reading comprehension. Whereas, the activation of prior knowledge makes up a great amount of the process of reading comprehension.

Based on the writer's preliminary observation in SMP Negeri 10 Medan, most of the students have any problems to comprehend the text. The students can not find the ideas and the informations included in a text. It is proved that not all of the students were able to achieve the standard score of Minimum Standard Competence (KKM) of reading comprehension test. The standard score of KKM was 70. From 30 students, it found that there were 20 students who did not pass the Minimum Standard Competence (KKM) and the amount were decrease in the second semester into 16 students. The following table shows the recapitulation of students score during the final examination in recent year.

**Table 1.1. Students' Reading Comprehension Score**

Semester (Year)	KKM	Score	Number of students	Percentage	Mean Score
1st semester (2013/2014)	70	< 70	20 students	67 %	65.54
		≥70	10 students	33 %	
2nd semester (2013/2014)	70	< 70	16 students	54 %	62.35
		≥70	14 students	46 %	

There are some factors that make the lack of students' reading comprehension. The factors are classified into two factors, internal and external factors. The internal factors come from student themselves. The students have lack of prior knowledge and experience with the vocabulary. The external factors

come from teacher. The problem is the lack of the teacher skill and method in teaching reading. The teachers in giving the material still used lecturing method in teaching reading. The teacher introduced the lesson by giving an example of the text that related to the subject. After that, explained the topic, asked the student to read the text, translated it into Indonesian, discussed the content, answered the question based on the text and then, made a conclusion or summarize of the topic. This situation makes the students felt that the teaching learning process in reading a text was monotonous and uninterested. It makes the students are lazy to study English.

Considering the condition above, the writer offers to use the Collaborative Strategic Reading (CSR) as a strategy in teaching learning to overcome the problems. Collaborative Strategic Reading (CSR) is expect to solve the problem and to bring good improvement in students' reading achievement. CSR is excellent strategy for teaching students' reading comprehension, building vocabulary and working together cooperatively. 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 Strategic Reading (CSR), teachers and students work cooperatively on a reading assignment to promote better comprehension. Collaborative Strategic Reading (CSR) engages students to work in a small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills (Johnson&Johnson,1987.,Slavin1995). Work cooperatively is the best way for the students to comprehend the text in reading.

The students do not feel bored when they are comprehending the text. It becomes more simple, easy for the student and makes the students more active in reading.

The goals of Collaborative Strategic Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways to maximize students' participation. Originally, this strategy helps English language learner become more confident, competent in heterogeneous group. Furthermore, Collaborative Strategic Reading (CSR) has also proven to be a valuable approach for the students at varying achievement levels because it provides students with a more independent way to learn.

Previous researchers have investigated this strategy in order to improve students' reading comprehension, for example Renta and Ginting. Renta (2011) in *Improving Students' Achievement on Reading Comprehension through Collaborative Strategic Reading* had investigated this strategy on eleventh grade students of SMA Negeri 3 Rantau Utara. Ginting (2010) in *The Effect of Collaborative Strategic Reading (CSR) on the Students' Reading Comprehension* had also investigated this strategy on tenth grade students' of SMK Swasta Teladan Sumatra Utara 2 Medan. Renta and Ginting found that Collaborative Strategic Reading (CSR) can improve students' achievement on reading comprehension especially in the first level of reading comprehension, which is the literal level.

In this study, the writer reuses this strategy. Here, the writer will research whether there is a contribution of Collaborative Strategic Reading (CSR) to second grade of junior high school students in reading narrative text. If it is

compared with previous researchers as the writer mentioned above, it is very clear that there are some differences between the study of the writer and the previous researchers. The differences are genre of text that is used and the sample or students that will be researched. In this study, the writer uses a narrative text for second grade of junior high school students. Based on syllabus of Junior High School, narrative text is used for the second grade of Junior High School students whether in the first semester and second semester in improving students' reading comprehension. Renta (2011) had researched the second grade of senior high school students and only focused on hortatory exposition text. Ginting (2010) applied this strategy for tenth grade of Vocational School students and focused on narrative text.

In this case, it is very clear that the levels of comprehension among students of junior high school, senior high school and vocational school are different. The previous researchers had successfully conducted a study of senior high school and vocational school students by using the same strategy but different genre of the text and it has been proven that there is a contribution of CSR in improving students' reading comprehension. Hence, the writer wants to prove whether Collaborative Strategic Reading can provide a significant improvement especially in reading comprehension of narrative text of second grade junior high school students.

In this study, the writer chooses narrative text as a genre of the text that will be researched. Reading a narrative text is a boring activity for the students. There are so many unfamiliar words or vocabularies and it makes the students

feel confused. They have to depend on the dictionary to know the meaning of words. It seemed to be boring for them. As the result, they stop finding the meaning in the dictionary and start talking to others. They spend most of their time to find the meaning of the words than understand what the text talks about. It becomes a tedious activity for the students. In this case, Collaborative Strategic Reading (CSR) can help the students to comprehend the text easily, build vocabulary or unfamiliar word while working cooperatively (Klingner,1998). Collaborative Strategic Reading (CSR) can be used to help students in comprehending the narrative text. Collaborative Strategic Reading (CSR) serves as a way to develop the topic of the text through active students' prior knowledge's students that related to the topic.

In relation to the problem, the writer would like to conduct a research to find the effect of applying Collaborative Strategic Reading (CSR) on students' achievement in reading narrative text. This is a reason to use CSR in teaching and learning process in improving students' achievement in reading comprehension.

### **B. The Problem of the Study**

Based on the previous discussion in background of the study, the research problem is formulated as follows :”Is there any significant effect of applying Collaborative Strategic Reading (CSR) on students' achievement in reading narrative text?”

### **C. The Objective of the Study**

The objective of this study is to find out the significant effect of applying Collaborative Strategic Reading (CSR) on students' achievement in reading narrative text.

#### **D. The Scope of the Study**

The study is focused on students' achievement in reading comprehension on the narrative text. The writer uses Collaborative Strategic Reading (CSR) as a strategy of reading comprehension.

#### **E. The Significances of the Study**

The study is conducted in order to know about Collaborative Strategic Reading (CSR) and the findings are expected to have both theoretical and practical importance to the English teacher, student and the next reseachers.

1. Theoretically, this study is to increase and expand the knowledge for teaching reading, especially for Junior High School level.
2. Practically, this study is expected to:
  - a. help the students to increase their achievement in comprehending when they are reading a text and allow them to involve actively in the learning process.
  - b. make students more active in managing their lesson in their teaching learning process.
  - c. provide the English teachers to plan and conduct a better and interesting strategy in learning process.
  - d. make the teacher know and understand the characteristics of his students, so he can handle during teaching learning process well.
  - e. the next researchers as a candidate of the teacher can help to apply a model in teaching learning process.