

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Today, the ability in mastering English language is a crucial need since language has an important role as a means of communication among others. In Indonesia, English is used as a foreign language which is taught at schools. It is not only given as a main subject which is examined in the national final examination, but also it is given to prepare students facing the global era for now and their future life. English is used as a means of communication both oral and written. Here, to communicate means to comprehend and convey information, thought and feeling by using English. Language is expected to help students knowing themselves and others. English as a foreign language is needed not only in academic field but also in the development of science and technology, many work fields and life activities, such as in the process of getting knowledge, transferring information from the text books and mass media (newspaper, magazine, radio, TV and internet).

In English, student must master four skills, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the most important skills in learning language. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role in education field. Reading is one of a way for the students to get the information needed in their education field, such as transferring information and knowledge from text book.

Reading comprehension refers to constructing the meaning of the oral message. Moreover, comprehension involves the ability of understanding the intended message of a text. Reading comprehension is based on using the appropriate meaning-making processes from the printed messages. Reading comprehension involves the passage the reader, and the context.

Reading comprehension plays important role to help students develop their knowledge, reading in foreign language in this case English language, is important skill that should be mastered by students in Indonesia. California Task Force (2002) informed that the ability to read is crucial to the success of all students, and it essential succeed in society. In addition, Trelease (2001) stated that reading is a fundamental task that must be mastered by every student, in order to be able to functionally compete in society.

For some readers, comprehension is always challenging. They may understand each word separately, but to link them together into meaningful ideas often doesn't happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. Reading can be challenging, particularly when the material is unfamiliar, technical, or complex, moreover, for them who have reading problems that included inability to pronounce words, limited academic vocabulary, and difficulty applying literal and critical comprehension skills when processing text.

This lack of reading comprehension ability is also found in SMP 38 MEDAN students, researcher finds that students have low score in reading comprehension achievement and they still find much difficulty in reading items

that requires cognitive process. It is based on their score of reading comprehension the last examination. The data is shown in the following table.

Table 1.1 Mean score of students' Reading comprehension in SMPN 38 Medan, School year of 2013/2014.

Academic Year	2013/2014	
Class / Semester	I	II
VIII-1	70	68
VIII-2	65	67
VIII-3	64	66
VIII-4	65	65
VIII-5	66	67
VIII-6	66	66
VIII-7	64	65
VIII-8	65	65

(Source: Mark Collection List (Daftar Kumpulan Nilai: DKN) of SMP Negeri 38 MEDAN, School Year of 2013/ 2014)

Table above shows that the scores of those eight different classes are divided by the total number of the students that result the average scores of each class. From table it is concluded that the students' achievement does not achieve the minimal Mastery Criterion (*Kriteria Ketuntasan Minimal: KKM*) determine which is 70. It means that the teaching reading comprehension has not been successful; therefore this teaching should be improved in order to achieve the criteria standard based.

Many factors that cause difficulties for the students to understand the reading text and to gain information from the written words. Based on the observation in the classroom, the students had the difficulties in understanding the English text because they have low vocabulary mastery, low critical thinking skill,

negative attitude, low motivation, and minimum reading activity at home. Most of the students admitted that they often felt boring when they had to read the text, especially a long and uninteresting topic. The students were not so interested in reading because they often did not understand the meaning the word used in the text. According to Alexander (1988), reading comprehension is influenced by many factors; among others is reading material, the total program of reading instruction, the children own personality, attitudes, interest, motivation, habits and his out of school environment.

Many teaching reading strategies has been suggested by a lot of researchers. One of the strategies is Collaborative Reading Strategy (CSR). CSR is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. Sousa (2005) describes that CSR is particularly effective in classrooms where students have many different reading abilities and learning capabilities. This is in line with Klinger & Vaughn (1998), Fitri (2010) Wang (2008), they found that CSR was effective in improving reading comprehension for most of the students with low learning abilities. Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Students' strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas, find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups. Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the

whole class using modeling, role playing, and teacher think- a loud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies.

Another strategy is guided reading peer questioning (GRPQ). GRPQ is a structured approach to peer interaction focusing on the cognitive processing of participants” (O’Donnell, 1999). It emphasizes the role of teachers and generic question stems in guiding peer interaction. Through reciprocal peer-questioning, students learn from each other by giving and receiving help, by recognizing and resolving contradictions between the individual student and other students’ perspectives, and by internalizing problem-solving processes and strategies that emerge during group work (Brown and Palincsar, 1989). King (1990) found that students using this guided reciprocal questioning procedure asked more critical thinking questions, gave more detailed explanations, and demonstrated higher achievement with the material under discussion than students who just discussed the lecture material with each other or who used an unguided reciprocal peer questioning approach (i.e., students were trained to ask and answer question but were not provided with the list of generic question stems to guide their generation of questions). King argued that the generic question stems helped students generate their own list of critical thinking questions designed to elicit elaborated explanations. To be able to answer these questions, students had to think extensively about the material, organize it, and integrate it into their own existing understandings, and it was the process of reorganization and restructuring and connecting to existing knowledge that promoted comprehension and learning.

This finding is also in line with Pan (2014) and Gelmini-Hornsby, G., Ainsworth, S.E. & O'Malley, C. (2011), they found that reciprocal peer-questioning instruction created a more positive attitude toward learning English reading. In conclusion, they strongly recommend EFL instructors use reciprocal peer-questioning instruction in English reading classrooms.

Teaching reading strategy is not only factor affecting the process of comprehending reading but also motivation. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr & Meyer, 1997 in Brophy 2010:3). Motives are hypothetical constructs used to explain why people do what they do. Motives are distinguished from related goals (the immediate objectives of action sequences) and strategies (the methods used to achieve goals and thus to satisfy motives). Building motivation is an essential step in developing students who will turn into readers (Anderson, 1985). Students with low motivation to achieve in school most likely also have very low reading comprehension. Whether the focus of an approach is directed at parents, teachers, students, or some other influence such as the curriculum or choice of text, there has always been a critical area of attention for reading comprehension. That area is the motivation of students. It seems that teachers are constantly striving to find ways to motivate children to read (McNinch, 1997). One cannot expect students to comprehend printed material if they have not read that material. It is just as unreasonable to expect them to want to read without any motivation. When students are highly motivated to read, the likelihood that they will comprehend the reading material increases. Additionally, since a lifelong love of reading is a highly desired

outcome of reading instruction (Johns and VanLeirsburg, 1994). So, motivation is needed to influence students' reading comprehension achievement.

Based on the explanation above, this study is conducted to see the students' achievement in reading comprehension by Collaborative Strategic Reading (CSR) and Guided Reading Peer Questioning (GRPQ) which are suited to the students with low and high motivations

1.2 The Problems of Study

This research is aimed at answering the following questions:

- 1) Is the students' achievement in reading comprehension taught by collaborative strategic reading is higher than taught by guided reading peer-questioning?
- 2) Is the students' achievement in reading comprehension who have high motivation higher than low motivation?
- 3) Is there any interaction between the two teaching reading strategies and motivations?

1.3 The Objectives of the Study.

In carrying out the research, it is necessary to state the objective of this study clearly, they are:

- 1) To find out the difference between the students' achievement in reading comprehension taught by collaborative strategic reading is higher than taught by guided reading peer questioning.

- 2) To find out the differences between the students' achievement in reading comprehension who have high higher than low motivation
- 3) To find out if there is any interaction between the two teaching reading strategies and the motivations.

1.4 The Significance of the Study

These research findings are expected to be useful for the theoretical and practical development. Theoretically, this study is expected to provide information, which may have as well as practical values for English Language Teacher to promote deeper comprehension on reading, by using the various type of reading strategies. For students in order to improve their ability in reading comprehension, and this research also can be used as the references for those who want to conduct further research.

. Practically, for the English teachers, it can be used as one of strategies when teaching reading. For students, it can help them who have problem in reading and more enjoyable in learning English