

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language is the most important thing in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.

English has become a global language. Realizing that many reference materials are written in English and how important this language is, reading becomes one of the most important skills to be acquired during a language course.

Reading is one of four skills that can build our knowledge. By reading we can know all the things and we are able to understand and to follow the progress of science and technology. Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It is an interactive process which transpires between the reader and the text resulting in comprehension. Through reading, the students can increase their knowledge of new information.

In teaching reading, the teacher should realize that the goal of reading process is comprehension. Caldwell (2008:177) defines that comprehension is our ability to understand what we read, dependent upon the background knowledge that we bring to the act of reading. If we know a lot about a topic, we use this knowledge to interpret the text.

Based on the writer's interview and observation in SMA Negeri 2 Tebing Tinggi, the writer found that the students' reading comprehension achievement is still low. It happened because of some factors. First, the teaching method that the teacher used was translation method. The teacher asks students to underline some difficult words, then find the meaning of difficult words in Indonesian language. Then, students are asked to translate the meaning of the text, then they are instructed to answer the question. Second, students were not interested in the material given to them. Besides that, after looking at the students' English scores for the mid semester of class XI, the writer found that there was only 25% (10 students) who scored 70 point from the total number of students (40 students).

In order to solve these reading problems, the teacher should hold the prior role in changing the old strategy of learning and apply the suitable strategy in teaching reading skill. For this purpose, Collaborative Strategic Reading (CSR) becomes the strategy that will be applied in improving students' reading comprehension. Klingner and Vaughn (1998) state that Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension, for building vocabulary, and also for working together cooperatively. CSR has never been applied in SMA Negeri 2 Tebing Tinggi before. So, the writer is interested to apply this strategy. With CSR, all students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text.

One of teachers in America namely Tiffany, applied CSR in a fifth-grade students for years. An action research was conducted by Christine (2002) and

Renta (2012). Christine applied CSR on teaching reading comprehension for fifth graders and limited the material to expository text. However, Renta applied CSR on teaching reading comprehension for grade XII and limited the material to hortatory exposition text. Action researchers showed students' achievement in reading comprehension by applying CSR was higher than by applying conventional method. Both of the researchers proved that the students' reading achievement was improved by applying CSR.

Based on the explanation above, the writer wants to conduct a research to find out whether Collaborative Strategic Reading has significant effect on students' reading comprehension.

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

Based on the background of study above, the problem of the study is formulated in the following:

“Does the Collaborative Strategic Reading significantly affect the students' reading comprehension?”

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

Parallel with research problem, the objective of the study is to find out the effect of applying Collaborative Strategic Reading on the students' reading comprehension.

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

There are four levels of reading comprehension; they are literal, interpretive, critical, and creative reading. In this study, the levels of reading comprehension are limited and focused on literal and interpretive comprehension. This research focuses on identifying the effect of Collaborative Strategic Reading on the students' reading comprehension.

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

The research findings are expected to give some benefits theoretically and practically

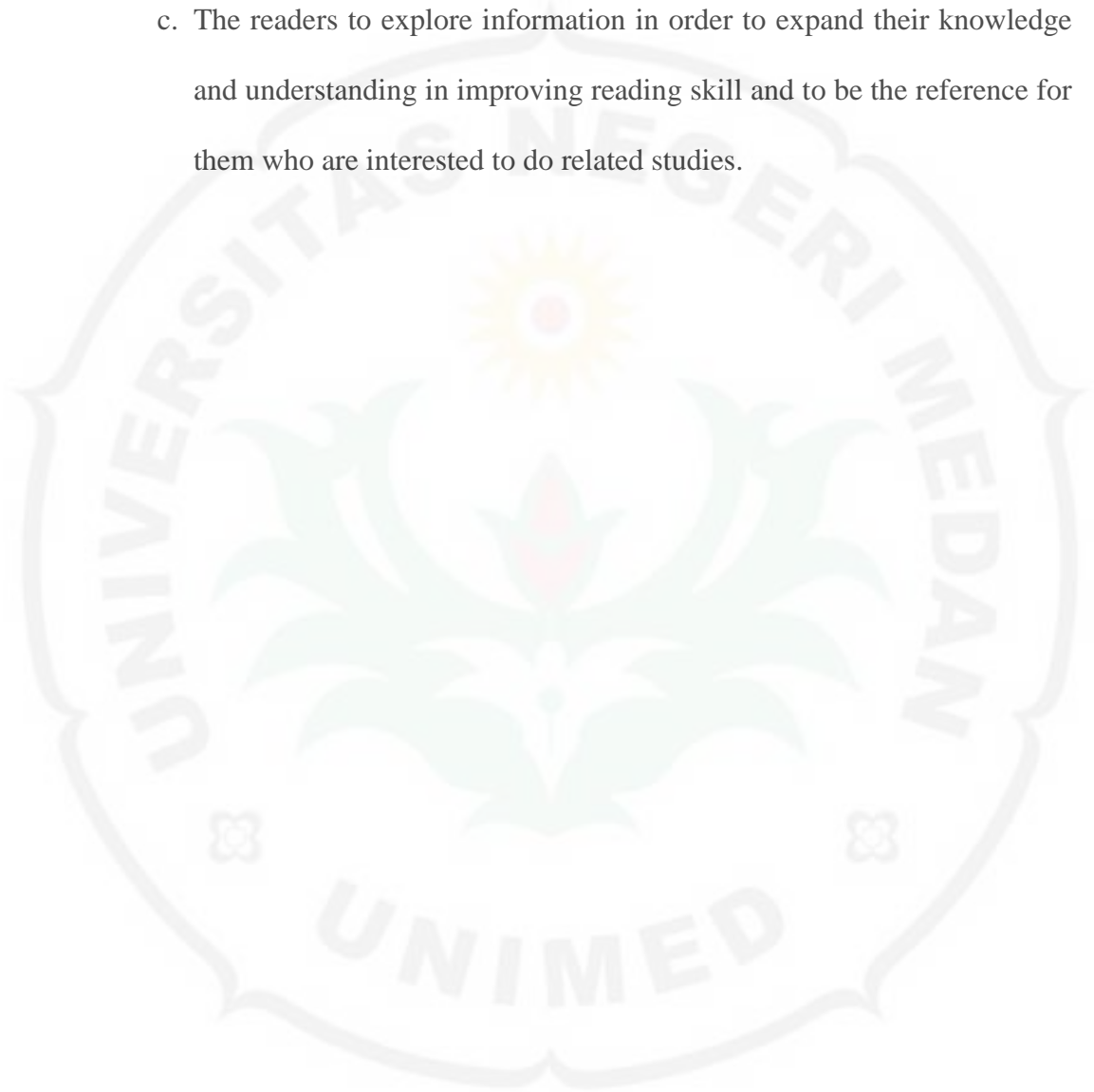
##### 1. Theoretically

- a. This study is expected to enhance the reference for those who are interested in the further research related to the study
- b. This study is expected to enrich the horizon in theories on language learning.

##### 2. Practically, the findings of the study are expected to give a feedback to the:

- a. Students to overcome the problem in reading and to improve their reading comprehension after they apply Collaborative Strategic Reading
- b. The teachers to improve their skill in reading to conduct a better and an interesting strategy in teaching reading.

- c. The readers to explore information in order to expand their knowledge and understanding in improving reading skill and to be the reference for them who are interested to do related studies.



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