

CHAPTER I INTRODUCTION

A. Background of The Study

English is an international language. In this globalization era, people are faced by the challenges of using English in the daily life due to the fact that English is an international language. In Indonesia, English is regarded as a foreign language and taught formally from elementary school up to the university level. There are four skills that will be learned in learning English; they are listening, speaking, reading and writing. Since those four skills of English are generally taught to the students from the primary level of education up to higher level of education, it implies that the students are able to comprehend a reading text as well as possible since reading is the prior skill that has been taught from the primary level of education.

In learning English, reading is one of the skills which has an important role such as giving information to readers. According to Patel and Jain (2008:113), reading is an active process which consists of recognition and comprehension skill. This important skill in life with which one can update his knowledge is an important tool for academic success. Although reading is a very important competence for students but they still find it difficult to comprehend reading texts. The teacher usually orients students with English books, and asks the students to read the texts and answer the questions. These ineffective strategies have less contribution to the students' reading comprehension. Therefore, the students

become passive learners and they cannot improve their reading comprehension ability.

Based on the writer's teaching experiences and through the interview with the English teacher, it was found that the students still had low comprehension level of reading narrative texts. There were some reasons for such a case, such as the lack of students' interest in reading the text, the lack of students' knowledge about the narrative text and the ineffective technique which was applied by the teacher. From the fact above, the writer had decided to use a strategy which would help the students to achieve much in reading narrative texts.

With the purpose to improve the students' achievement in reading comprehension, Collaborative Strategic Reading (CSR) is applied. In CSR students are expected to work in groups and responsible for the task given by the teacher to each group. As Vaughn (2007:139) states that with CSR, students learn how to use comprehension strategies that support their understanding of expository text. CSR is very useful for students to enhance their reading comprehension ability because in this situation, students are working in groups and they are taught to activate their prior knowledge, make prediction, monitor their comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and form appropriate questions about the text. The group work is organized around cooperative learning principles with each student in a group assigned a responsibility for the task.

Fitri (2010:13), investigated the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement by using quasi experimental research design with 56 intact students of PGSD Suryalaya, West Java, Indonesia. The results showed that means score between CSR and conventional reading activities are significantly different. It means that the CSR is effective to improve students' reading comprehension achievement.

Indah (2012:9), has ever made an experimental research to find out whether the use of Collaborative Strategy Reading (CSR) has a significant effect on students' reading comprehension. The implementation of CSR was responded positively by the students of Madrasah Aliyah Negeri MAN 1 Makassar in teaching reading comprehension. The improvement of students' proficiency in reading had significant correlation with the students' attitudes. It meant that this strategy could improve the students' reading proficiency and it could be applied in teaching reading comprehension.

Therefore, the writer expected that CSR will help the students to widen their knowledge and enhance their interest in learning reading. In other words, Collaborative Strategic Reading will enable students to be good readers who can comprehend the text easily.

B. The Problem of Study

As related to the background of study above, the problem of study is formulated as follows: *“Is there any significant effect of using Collaborative Strategic Reading on students' achievement in reading narrative text?”*

C. The Objective of Study

The objective of this study is to find out whether the use of collaborative strategic reading has effects on students' achievement in reading narrative text.

D. The Scope of Study

There are some genres which commonly taught in high school, namely recount, narrative, procedure, descriptive, report, and exposition. This study is limited only on reading narrative text by using collaborative strategic reading, since this strategy is expected to be suitable for it.

E. The Significance of Study

The findings of this research are expected to be useful for:

1. English teachers who are expected to improve their English teaching quality in teaching learning process.
2. The students who are expected to learn more about reading skills and get motivation in improving their reading skill.
3. The researchers who may apply the same strategy in conducting further research.