

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this Era, the information of Technology growing rapidly. The people must be required to increase their mental activity and power of reason in order to keep up the progress of science and technology. One of the most activity is reading. It plays an important role for the people because it enables them to know something that they never see before and to get more knowledge, experience, pleasure and useful information. In English, the student intended to master the four language skills that have provided the ability to use the language, such as: listening, speaking, reading and writing skills. Reading skill is process to get the information needed in their educational field such as transferring information and knowledge from the book text.

There are several important aspects in reading. Reading cannot be done without having phonetic, fluency, and comprehension aspects, especially for English students, readers, and even researchers. In arrow of this idea, the national reading panel in Ellen, Nancy, and Vicky Layne point out that five key areas must be addressed in the reading instruction in classrooms: phonemic awareness, phonics, fluency, comprehension, and vocabulary

Reading comprehension is a skill that is critical in the educational success of all people. According to Clarke, Emma, Charles and Margaret (2014: 2) Reading comprehension is situated within the text itself; a developed understanding comes from the interaction between the text and the reader's response to it. Reading comprehension refers to constructing the meaning of the oral message. Moreover, comprehension involves the ability of understanding the intended message of a text.

The students who are good at monitoring their comprehension know when they understand what they read and what they do not. To be able to interpret and absorb information from reading material, students should have good understanding ability. Reading can be challenging, particularly when the material is unfamiliar, technical, or complex moreover, for the readers who have reading problems that included inability to pronounce words, limited academic vocabulary, and difficulty applying literal and critical comprehension skills when processing text.

Although reading comprehension is very important to be mastered by the students, but there are still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students so that the students are lack of interest in reading subjects and not involved in active reading process.

The problem also happened to the students of Department of English Education of Muslim Nusantara University (UMN) Medan at second semester students. especially for reading achievement in analytical exposition text, the scores of reading comprehension in analytical exposition text of the first semester of Department of English Education (PBI) in 2019 academic year is still low and doesn't reach the minimum passing grade (KKM= Kriteria Ketuntasan Minimal) which is 70. It can be seen in Table 1.1

Table 1.1 Score of Reading Achievement of Analytical Exposition Text in First Semester Students' at Department of English Education of Muslim Nusantara University (UMN) Medan at Academic Year 2019/2020

From the preliminary data above, we can conclude that the reading score is needing help. Their score is the lecturers' responsibility. The lecturer must think big to increase the students score by evaluating the way of teaching. One of the teaching failures is caused by an unsuitable

Major	Average Score of Reading Comperhension in Analytical Exposition	KKM
PBI-H	68.93	70.00
PBI-I	56.79	70.00
PBI-J	67.69	70.00
PBI-K	53.85	70.00

strategy in learning process. Based on the statement above, lecturers must be able to organize learning-teaching activities which could enable the students in reading comprehension properly.

In reading there are some strategies. Basically, reading strategy describes how the readers process the text so that they can get the information or the comprehension from the texts. To obtain the comprehension the readers have to select the strategy that related to some factors in comprehension.

Adler (2004) stated that comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

Based on the description above, ideally, the students should be able to comprehend a text especially for analytical exposition text, but, in fact, the researcher found that some students still had difficulties in reading, especially for analytical exposition text. The problems faced by the students can be outlined in the following symptoms:

1. Some of the students do not have enthusiasm in reading.
2. Some of the students have lack of effort to improve their reading skill.

3. Some of the students cannot read the analytical exposition text with good comprehension.
4. Some of the students get difficulties in understanding of the writer's idea from the text
5. Teaching strategies used by the teacher do not give a good result yet.

There are several ways to teach reading comprehension. Even though, there are many ways or theories in teaching and learning to increase students' comprehension but not all of those theories and way are successes. This study was found that the effective way to reading comprehension for students of Department of English Educational of Muslim Nusantara University (UMN).

In teaching reading comprehension, the teacher or lecturer has to master many strategies. In this study, the writer will take to effective and interesting strategies namely Collaborative Strategic Reading (CSR) strategies and Pre Reading Plan (PreP). According to (Klingner, 1998) Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. CSR is one of strategy used to teach reading comprehension to students by guiding them to use comprehension strategies while working cooperatively. Jafri (2014) stated that CSR is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. It teaches students to use comprehension strategies while working cooperatively. The statement is in line with Klinger and Vaughn (1998) who stated that CSR is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension.

Meanwhile, PReP is a tool to enhance students' background knowledge and to raise their interest and also their cognitive aspect to predict what will be faced by them in the whole text that will be given (Dinarti, 2016). This strategy can be used to help students to activate their prior

knowledge that is very crucial in reading comprehension. The more prior knowledge can be activities the easier for students to comprehend a text will be. The explanation of why the pre-reading plan strategies are so effective is when the knowledge of the student is shared in the discussion class, it would give another students advantages, they would know their friend's ideas which could promote another student to share their own idea too, because each student has same opportunity before the new knowledge, vocabulary and concepts are encountered.

In short, Manzo (2001) divided the objective of PReP are:

- 1) Activating prior knowledge.
- 2) Hearing and reflecting on peers' ideas.
- 3) Clarifying, refining, and enlarging knowledge.

Meanwhile, the differences between CSR Strategy and PreP strategy are, the strategy in CSR strategy use comprehension strategies divide the students into some small groups. While, in PreP is use to help students to activate their prior knowledge that is very crucial in reading comprehension.

As mentioned above, there are many factors that influence reading comprehension. Students' comprehension is most influenced by their interest, besides the teaching strategies were applied by teachers or lecturers, interest of students' also determined the success of students in learning process. Interest is one of the psychological aspects that can encourage people achieve goals. According to Hidi and Renninger (2006), interest is distinguished from other motivational variables in that interest is the outcome of an interaction between an individual and a particular content. It means a person who has an interest in an object or particular content, tend to give attention or feel greater pleasure to those objects or a particular content. However, if the object is

not the cause of pleasure, the person will have no interest in the object. Therefore, the level of attention or object pleasure influences the interest level of a person.

Based on the explanation above, the researcher was conducted a research on the students' achievement in reading comprehension by applying CSR and PreP strategies and the level of students' interest toward the students' achievement in reading comprehension.

1.2 The Problems of Study

In relation to the background of the study, the problems of this research were formulated as follow:

1. Are the students' achievement in reading comprehension taught by using Collaborative Strategic Reading (CSR) strategy significantly higher than that taught by using Pre Reading Plan (PreP) strategy?
2. Are there any significant difference in students reading comprehension achievement between students who have high interest and students' who have low interest?
3. Are there any significant interaction between teaching strategies and interest on the students' achievement in reading comprehension?

1.3 The Objectives of the Study

The primary objectives of this study are to answer the question that mentioned in the problem of study, are formulate as following:

1. To describe whether the students' achievement in reading comprehension taught by using Collaborative Strategic Reading (CSR) strategy is significantly higher than that taught by Pre Reading Plan (PreP) strategy.

2. To elaborate whether the students' achievement in reading comprehension with high interest is significantly higher than that low interest; and
3. To explain there is significant interaction between teaching strategies and interest on the students' achievement in reading comprehension

1.4 The Scope of the Study

In this study, the researcher only focused on the use of the two strategies, they are CSR and PreP strategies in teaching analytical exposition text with the students who have high and low interest. By high and low interest of students, this study expected to give clear description on the effect of teaching strategies and the differences students interest that were taught by different strategies on students' achievement in reading comprehension.

1.5 The Significances of the Study

The findings of this study are expected to be useful theoretically and practically. Theoretically, the finding of this study can enrich knowledge of theories on the implementation of CSR and PreP in teaching reading especially in teaching analytical exposition text and also to give a lot of contribution to improve of lecturers' capability in teaching, the educational institutions and other researchers who want to apply the teaching strategies.

Practically, the findings of this study are expected to be useful for English teachers or lecturers as one of strategies when teaching reading and to give the information for English teachers and lectures about the effect of teaching strategies and interest on students' achievement in reading analytical exposition text. The English teacher or lecturer can get information of application of CSR and PreP as alternative teaching strategies in teaching reading comprehension.

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