

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of study, the problem of study, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

### **A. Background of study**

English is one of the most widely spoken languages throughout the world. It is used as a means of communication among different countries. People use English in trade, technology, science, and so on. In Indonesia, English is taught from elementary school to university. So, it causes that learning English is needed and important for us. Because in statement Arif Armai (2002:39) learning English is important, the teachers must know the need and condition in order to make their students easy to understand the material in the teaching English.

English teaching and learning process cover the four language skills namely, speaking, listening, reading and writing skills and those skills are taught for the students so that students can communicate well in English both oral or written. Reading is one of four important skills in English. Reading is regarded as a decoding skill that is, interpreting codes into ideas. Wallace (1993:4) states that reading is interpreting, which means reacting to a written text as a piece of communication.

Reading is one of the language skills that should be mastered by students and have an important role in learning English. It shows that reading is the main key to get the knowledge. The process of learning is to gain more knowledge that involves the ability to read. Through reading, reader can gather the information and communicate easily because it is supplied by mastering the vocabulary. Learning vocabulary is also important to comprehend the text that a person read. To comprehend a text in English, students should have more practice to read a text.

According to Harmer (2001), when the learners read a story or a newspaper, they deploy a range of receptive skill. Therefore, reading is one of the receptive skills. When they are reading, they receive information through their eyes. Reading is the basic skill everyone has to have if he wants to learn language. Without reading, people will not be able to learn the language. Reading also helps the students to develop their critical thinking and become influences the success of students' academic achievement. The success of teaching and learning process in the classroom or outsides the classroom is influenced by reading habit.

Most of the students feel that reading activity is burdensome and boring. Some of them delay the reading activity so long. Some of them carry out the reading task, but they are not able to comprehend the contents of the text due to their limited vocabulary. It can be seen from the fact that the way they answer the questions is only by repeating the sentences they find in the questions. In other words, they cannot produce their own sentences as

expected by the teacher. If they don't find the same words, phrases, or sentences in the passage they will get difficulty. Therefore, there are many wrong answers and finally they get bad mark.

In the teaching learning process, the teacher need new technique. Because technique is the most important thing and always needed by everyone. According to Sarinee Anivan (1990:2) technique is a set of prescription to what teachers and learners should in the classroom. the teachers making teaching style as well as the students' learning style match the technique. Thus, the technique is held to deny teacher effectiveness and learner uniqueness expect the technique application.

That reading is not a boring activity even though the material deals with scientific topic. The researcher should try to use an interesting technique to make the students enjoy the reading activity. One of the technique that can make the students enjoy reading is Collaborative Strategic Reading (CSR), Janette K. Klingner and Sharon Vaughn firstly introduced CSR. Although the CSR is designed to be used to the expository text, but it can be applied in narrative texts. It involves several groups of students discussing a text and comprehending the text together in many strategic. The strategic are: *Preview, Click and Clunk, Get the Gist and Wrap up*. This technique can be used to improve students' reading comprehension.

Based on information from the English teacher at SMP YPI Baiturrahman Ngoro – Mojokerto, it was found that many students still had

difficulties in reading ability. The students were less active, lazy, and noisy in the class. I choose *Collaborative Strategic Reading*, because researcher believe that can help the students to understand the English narrative text. This technique make students can be active in learning process. The students not only get knowledge from teacher but also from even their selves and their friend. So, the technique and the learning process is more important than the result.

Therefore, the writer is interested to do research about “Implementing *Collaborative Strategic Reading* (CSR) to improve reading comprehension of the students of SMP YPI Baiturrahman Ngoro – Mojokerto”. So the researcher is interested in conducting a Classroom Action Research (CAR) in this research.

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

Based on the background of the study above the writer attempts to answer the following questions:

How can *Collaborative Strategic Reading* (CSR) technique to improve the reading comprehension skill of the students of SMP YPI Baiturrahman Ngoro - Mojokerto?

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

Concerning the formulation of the problem, the study is aimed to:

Improve reading comprehension skill of the students of SMP YPI Baiturrahman Ngoro - Mojokerto by implementing *Collaborative Strategic Reading* (CSR).

#### **D. Significance of Study**

The result of this research is expected to be able to give benefits theoretically and practically.

##### **1. Theoretically**

This research is expected to give the useful input in teaching learning process for improving students reading comprehension by using Collaborative Strategic Reading in the students of SMP YPI Baiturrahman Ngoro – Mojokerto.

##### **2. Practically**

###### **a. For the Teacher**

This research is expected that CSR strategy give other knowledge for the teacher, so that the teacher can consider to apply those strategic effectively in the class to improve students reading comprehension.

###### **b. For the Students**

This research is expected that the result improves the students in reading comprehension by using Collaborative Strategic Reading, it is can help the students easier to comprehend in reading materials whether in the implicit or explicit meaning.

###### **c. For the other researcher**

This study is expected to be useful for the other researcher. It can be a preliminary source or information for the other

researcher who to conduct the similar in different times and place.

#### **E. The Scope and Limitation of the Study**

The strategy focuses on two things. The first concern deals with the application of the Collaborative Strategic Reading (CSR) for teaching and learning process in reading comprehension that will be implemented to the eight year students of SMP YPI Baiturrahman Ngoro - Mojokerto. The second concern is related to the students' improvement of reading comprehension in narrative text as the evaluation of the strategy applied to the students in class.

#### **F. The Definition of Key Terms**

There is some definition of terms use in the research to make the study easier and have understanding.

##### **a. Reading Comprehension**

Lenz (2005:1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text.

##### **b. Collaborative Strategic Reading (CSR)**

According to Klingner, Collaborative Strategic Reading is an excellent teaching technique for teaching students reading

comprehension and building vocabulary and also working together cooperatively. It means that CSR is one of the strategic that working as a small group to make the activity in teaching and learning reading more enjoyable.

Based on the definition of terms above it can be concluded that reading is the ability of person to understand and explore the meaning whether in the form of implicit or explicit of the text. Reading as the process of understanding the written text, it means if we read a text, there is a process to get and comprehend the meaning. Moreover, teaching reading comprehension aims at making students understand the author's intended message, interpreting the message's meaning and implication, and applying the message in meaningful ways. Improving reading skill sometimes depends on the ability of the reader to handle a sentence or passage. Thus, this study aims to Improving Students Reading Comprehension Skill Through CSR of the students of SMP YPI Baiturrahman Ngoro – Mojokerto.