# CHAPTER I
# INTRODUCTION

This chapter presents the introduction of the research background, research problem, the objectives of the research, the significance of the research, scope and limitation of the research, and the definition of key terms.

## 1.1 The Background of the Research

Reading is an important basic skill in English. Reading can also be defined as a process by which a person receives and understands a written text. Reading skills are unique and act as the main communication tool in human life. These skills also play an important role in the development of science (Iskandarwassid and Sunendar, 2011). According to Cline (2006), Reading is the process of deriving meaning from text. For most readers, this process involves decoding written text. Some individuals require adaptations such as braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex set of cognitive processes. The person simultaneously uses his awareness and understanding of phonemes (the sound pieces of language), phonics ( the relationship between letters and sounds and the relationship between sounds, letters, and words), and ability to understand or construct meaning from the text. The research found that readers need to use a variety of strategies when reading a text and especially in reading comprehension (Paris, Wasik, & Turner, 1991) because, in the process

of reading comprehension, readers must use a variety of conscious and unconscious strategies to solve their problem in constructing meaning from written messages (Johnston, 1983). Metacognitive reading strategies can be conscious or unconscious or automatic strategies. Metacognitive reading strategies refer to intentional and goal-directed mental processes or behaviors, which control and modify the reader's efforts to comprehend texts (Afflerbach, Pearson, & Paris, 2008).

Many reading methods and strategies have been used in the classroom alternately. The result shows that some are successful with certain groups of a student but some are not. There is some teacher who still uses the lecture methods (teacher center) in teaching so that students feel bored in the learning process. What must be considered is how teach and how to students can understand and comprehend it. Several methods can be used to teach English.

In the teaching and learning process, teachers need methods to make the lesson easier. The teaching and learning process must be varied so that students feel happy in the teaching and learning process. Therefore, the research will use Collaborative Strategic Reading (CSR) method in teaching reading comprehension. One of the reading comprehension strategies is CSR which is a cooperative learning strategy that can help the students to solve their problems in reading comprehension. In this learning strategy, students will learn in small groups. CSR was developed by Klingner, and Vaughn in 1996 and 1998. CSR is a reading comprehension technique that combines two instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and cooperative learning or student pairing (Johnson & Johnson, 1987).

In reciprocal teaching, teacher and students alternately lead a dialogue on the main features of the text through summarizing, questioning, clarifying, and predicting, and in cooperative learning, students brainstorm, predict, clarify words and phrases, highlight the main idea, summarize the main idea and important details and ask and answer questions. The strategies are used to promote content learning, language acquisition, and reading comprehension in English language classrooms (Klingner et al., 1998). Klingner and Vaughn (1999) define Collaborative Strategic Reading as a practice in which "students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content area text" (p, 29 as cited in Karabuga, 2012)Therefore, the research considers that the use Collaborative Strategic Reading (CSR) Strategies can be useful in reading instruction.

Several previous studies become the background of this research. The first research was conducted by Challob (2016) with a Qualitative case study method. This study examined the effects of a collaborative blended learning writing environment on students' writing apprehension and writing performance as perceived by a selected group of EFL students enrolled in one of the international schools in Malaysia. The result is that students are more helped by the existence of a collaborative mixed learning system to reduce fear and improve their writing performance and with this system they are more active in group discussions to help their writing assignments.

The second research was conducted by Al-Tamimi and Attamimi (2014) This study investigates the effectiveness of cooperative learning in English

language classrooms to enhance Yemeni students' speaking skills and attitudes. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may in turn develop students' speaking skills and attitudes.

The third research was conducted by Liu and Huwang (2018) This research aimed at helping users improve their listening comprehension with a combination of context-aware tools and video-based materials and attempted to investigate the learning strategies used in groups incorporating collaborative listening activities in a fitness center. The results indicate that the participants' learning performance was significantly improved.

The fourth research was conducted by Anwar (2020) after the teacher apply collaborative strategic reading to the students who used to be enthusiastic about learning English are now very different, they respond well when the teacher explains English lessons, they are also more fluent in reading English texts. This is because the CSR model requires students to learn cooperatively so that they are more willing to read and appreciate their opinions aloud. In line with the statement above, (Finandar, 2012) explained that CSR techniques consist of two parts. That part is a strategy and learning Cooperative.

The five research was conducted by Mursalina (2018) This research used mix method approach and the data were collected through tests and interviews. The objective of this study was to find out the significant effect

and analyze students perspectives on the advantages and disadvantages of using Collaborative Strategic Reading (CSR). CSR could give the students benefits in promoting the students' self-esteem to work cooperatively in a group. Thus, CSR influences to improve students' reading achievement in teaching reading.

Another study was conducted by Khonamri and Karimabadi (2015) with Quantitative methods by conducting pre-test and post-tests the result indicated that students in the experimental group with CSR instruction outperformed the students in the control group. Therefore, the finding in this study indicated that CSR instruction improved students' critical reading. The results of the self-designed questionnaire and interview revealed that students had a positive attitude toward CSR.

Based on the six previous studies, it can be concluded that the use of collaborative strategies can improve students' learning ability in English as a Foreign Language, both in speaking, reading, and taking EFL class tests. The selection of Collaborative Strategic Reading method is in accordance with the issue that we often find in learning that makes students quickly bored and tired and this study chose the use of this strategy to prove that CSR is able to make reading learning more interesting, fun and However, this study aims to investigate the use of collaborative strategies in teaching reading at SMK Nurul Islam Pongangan. The selection of this school is based on the reason that if taking a junior high school or elementary school this research will obtain less valid data because the level of understanding with the group work method is certainly easier and clearer when applied in high school, the

selection of this school has also been included from several schools that have been visited before and only this school uses an merdeka curriculum with learning activities where students are required to be more active than the teacher. There are so many obstacles found in learning, especially reading learning. This study is intended to investigate the above issues in a research project entitled: " The Implementation of Collaborative Strategic Reading in Teaching Students' Reading Comprehension at SMK Nurul Islam Pongangan".

## 1.2 Research Problem

1. How the implementation CSR in teaching reading comprehension at SMK Nurul Islam Pongangan?

2. What are students' responses toward CSR in teaching reading comprehension at SMK Nurul Islam Pongangan?

3. What are the strengths and weaknesses of CSR in teaching reading comprehension at SMK Nurul Islam Pongangan?

## 1.3 Objectives of the Research

The specific objective of the research is:

1. To find out the use of CSR in teaching reading comprehension

2. To investigate the students' responses toward CSR in teaching reading comprehension

3. To investigate the strength and weaknesses of CSR in teaching reading comprehension

## 1.4 Significance of the Research

1. Theoretical Significance

This research will provide some useful information about English teachers strategies for teaching reading comprehension in the schools where this research was conducted. By learning to use Collaborative Strategy, students can communicate well and discuss with their group members. For teachers, the results of this research are expected to be useful for teaching and managing students in reading classes. Collaborative strategies are also easy to implement in the teaching and learning process. This research is expected to be used as a reference for other researchers to conduct research in the English Language learning process.

2. Practical Significance

   a. For the student, the result of the research can be used as a new reference for learning English, especially reading. They can know the types of teaching strategies of teachers and can choose one of the strategies used by teachers to understand reading, one of them is the collaborative strategy.

   b. For English teachers, the findings are expected to be useful contributions that can be transferred to students based on their characteristics.

   c. For the next researchers, this thesis will contribute information for next researchers about strategies in reading. The result of this research is expected to contribute to students, teachers, and the next research.

3. Pedagogical Significance

Pedagogic significance allows teachers and students to enjoy learning to read using collaborative strategies and provides a teaching experience for the researchers. The success of this study will be used by researchers if they become classrooms in the future.

**1.5 Scope and Limitation of the Research**

Based on the problems above, this research specifically focuses on English teachers strategies for teaching reading comprehension. This research focuses on what kind of collaborative teaching strategies English teacher use for teaching reading comprehension, how these strategies are implemented, and the problems teachers face in using these collaborative strategies.

**1.6 Definition of Key Terms**

This sub-chapter defines some terms that appear in this research, the terms are:

1.  Reading Comprehension

    Reading is one of the skills to understand text that aims to get information, increase knowledge, or as pleasure. This reading skill must be understood by everyone to enrich vocabulary knowledge which can eventually be spoken to speak well so that readers can understand a text to get any information from the text read.

2.  Collaborative Strategic Reading

    Collaborative Strategic Reading is a reading comprehension approach that teaches students to work together in groups, teachers, and students do reciprocity such as dialogue, exchanging ideas, asking

questions, and, answering them. This strategy requires students to play an active role in classroom activities.

3. Student Response

Student responses are opinions or responses of the student in the classroom that can be assessed by the teacher by collecting responses, adjusting to instructions then providing feedback to meet student needs that have a positive impact such as student activity in class, providing feedback, and focusing on material and student feedback in learning at differenttimes.