

Chapter I

Introduction

The writer explained several things related to this research which is distributed in to several points such as Basic Consideration, Research Question, The Objective of Research, The Reason for Choosing This Topic, Research Hypothesis, Scope of Study, and the Significances of Study.

Basic Consideration

Reading skill is a unique skill and has a big role for improving the reader's knowledge, and as a communication tools in this life. "Reading is one of the four main language skills and as a part or a component of the written communication" (Tampubolon, 1990). In written communication, the symbols of language sounds are changed into the written symbols or letters. This is the first process of the beginning reading that should be mastered by the students in the first year when the school starts. The Change means a process that happens to the children or the first year students who is learning reading skill. This is the way how the students know and understand about the letters as the symbol of language sounds. When this step is already done and mastered by the student, the next step will move on to the learning about how to understand the content of a text in reading skill.

In order to maximizing the students' skill in reading as stated above, of course, it is the responsibility of the English teacher in reading skill in classroom. In other words, the teacher should bring students' prior knowledge or schemata in understanding more about the reading text itself. They must be a good reader who can understand the meaning of texts and identify the purpose of the text. The

students have to be able to read the text comprehensively. This idea has supported by Klingner, et al. (2007, p. 11) “Reading Comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new read”. Reading comprehension is an activity that demanded the students not only have to read the text normally, but also have to understand about every particular object.

This is the most popular task for the teachers today about helping the students to comprehend all the kinds of reading text. The teachers have to assist the student to be effective and strategic reader who read enthusiastically and purposefully. They have to create a build up the power of the students to be interested during the process of reading the text in order to achieve the good reading comprehension for the students. Meanwhile, the students not only read one text with the same structure, but also they have to master all of the kinds of the text with the different structure as well.

In relation to the expectation for students in understanding text, especially in teaching and learning process in classroom. One of the kinds of the text that students should be mastered is Narrative text. As has been recommended and programmed in English curriculum for senior high school in which the purpose of teaching reading skill, particularly in reading skill for class XI, in standard competence “Understanding the meaning of short functional text and simple essay in narrative text, spoof, and hortatory exposition in daily life context to access the knowledge.” Moreover, the basic competence is “Responding the meaning and rhetorical steps in essay which uses written language accurately, fluently, and

acceptable in daily life context and to access the knowledge in forms of narrative, spoof and hortatory exposition text.” (Depdiknas, 2006). It means that after learning the narrative text specifically which is based on the curriculum as stated before, they are able to comprehend the text well.

Based on the description above, the writer is interested about the learning of narrative text. Most of the students know that when they are reading narrative text, they will focus just on the grammar of the sentence structure and ignore the other important things such as the looking for the main idea, getting the moral value, and understanding about the implicit and explicit meaning in the given text.

The writer has observed the English teacher at Senior High School 1 Kabila on Tuesday, March 5, 2013. The result of the observation is talking about how well the students understand about the text during the reading process. The teacher, Ans K. Mohamad, S.Pd said that the students always find the difficulties when they are reading a particular text. The less of understanding the meaning of the text structure and lack of method or strategy that is used in reading process are always become the problems in the reading process. The writer interviewed the 2nd grade students about the learning process of reading skill. They said that they would not read the text because of not understanding about the meaning of the text. They always got the same method in every time when they are learning English language in reading skill. The teacher explained the skill, asked the students to practice the skill, and evaluated the students’ ability at that time. The writer also observed the teachers’ teaching style in the class. In this part of the observation, the teacher used the same technique when teaching the other skill. In

reading class, the teacher gave a narrative text to the students, explained the generic structure of the text, read the text and answer the questions. At the end of the observation, the writer found that most of the students just followed to what the teacher instructed during the learning process. The lack of knowledge of comprehension in reading skill makes the student be a poor reader in their level.

However, the target in the expectation for students in comprehend reading, particularly in narrative text is not as good as hoped. There are several factors source that those students still find difficulties. First, the students' desire about reading skill. Most of the students learn English just to be able to speak English as well as the master of English language does. They just focus on their speaking skill in English language. Meanwhile, for comprehending reading text, students are less of confidence to attend the class and do reading activities. In reading process, students need to concentrate to the reading text fully. However, that case is not supported by the teacher in teaching reading process. The method use and creating a good management class become the second problem in reading process. In teaching reading skill, the teacher uses the method as the same as teaching another skill. Teacher does not use different strategy to create new atmosphere in reading classroom.

To pay close attention to the case above, the writer consider this problem could be solved by changing or empower a certain teaching in order to blow up the students' skill in comprehending the text such as in narrative text. The writer knows that the students need a new strategy in reading class in order to encourage the students and make a new atmosphere in reading class. Collaborative Strategic

Reading (CSR) is designed by Janette K. Klingner and Sharon Vaughn. CSR is an excellent technique for teaching students' reading comprehension, building vocabulary and working together cooperatively (Klingner & Vaughn, 1998, p. 32).

In summary, the writer believed that CSR can improve the students' vocabulary, enhanced cooperative skill and enrich content area learning. CSR helps students learn specific strategies associated with effective reading comprehension: brainstorming and predicting (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating questions and reviewing key ideas (*wrap up*) (Klingner et. al, 2004). CSR is very famous in reading expository text, but it can be used in the other text, narrative text specifically.

Research Question

From this research, the problem can be described, "Can *Collaborative Strategic Reading* (CSR) significantly improve the students' ability in comprehending the reading of narrative text?"

The Objective of Research

The objective of this research is to find out whether Collaborative Strategic Reading (CSR) technique can significantly improve the ability of the students to comprehend the reading in narrative text or not.

The Reason of Choosing the Topic

There are some reasons of choosing the topic of this research:

- a. The students are getting difficult to comprehend the narrative text

b. The teachers techniques uses are monotonous

The Scope of Study

The scope of this research is limited to application of Collaborative Strategic Reading (CSR) technique in comprehending Narrative text.

Significances of Study

There are several significances can get in this research. First, from this research, the English teacher can learn and use the CSR technique when they teach the students about reading some kinds of the text, like narrative text or exposition text. Second, this research can help the students to master the narrative text comprehensively. The students can comprehend the text easily by using CSR technique. Moreover, the last, this research can be used as another source or references for the further researcher.