CHAPTER I: INTRODUCTION

This Chapter presents about the background of the research, the research questions, the objectives of the research, the scope of the research, and the last is the significance of the research.

Background

There are four skills that we have to learn in English, those are speaking, writing, listening, and the last one is reading. Reading is a receptive skill in English. This is the basic English that being the important one to learn, because it is the fundamental ways of getting information in our society and academic setting in particular. Reading itself is a process to compose the meaning of the text it could be novels, magazines, children's storybooks, and newspaper. These texts can be presented by various illustrations, diagrams, or graphics.

Reading is not only pronouncing a text but also we understand what we read to get much information from the text itself. Pang et al (2003) said that reading also include two important processes, namely knowledge of words and understanding the contents of the text. Reading by understanding the text called reading comprehension. Dalman (2013) also stated that reading comprehension is a cognitive process which plays an important role in order to understand the text. Related to the statement, besides reading the text, the student must know the meaning. It includes the meaning word by word, the expression, the implied meaning, and the explicit meaning of the text. Those skills can help the students understand the text.

I did a research in MA Al-Huda in July 2018 by interviewed the teacher and the students at that school. I asked them if they have a problem in teaching and learning English process, especially in reading. The teacher said if the teacher gives a reading task to the students, most of them cannot answer all the questions. In another side, when I asked the student the reason why they cannot answer some of the questions in the reading task, they said that they cannot understand the context of the text. Based on the interview, it concluded that the students in this school had problems with their reading comprehension, because they just learned about the material of the reading without knowing the context of the text. It was a common problem that existed in a teaching reading. It was because the teacher just teaches the materials without giving them a strategy about how to understand the text.

Nowdays, there are many strategies which can be used for teaching reading comprehension, such as, *think-pair-share,* and *topic-details-main idea.* These are a good strategyies because the strategyies activate the students' prior knowledge, but I the strategy cannot build up the students reading comprehension specifically. It is because the strategy only reads the text by scanningwithout knowing the meaning of the words. Meanwhile,the main problem of the students who cannot comprehend a reading text is lack of vocabulary. It means,students also need a strategy that increase theirvocabulary tocomprehend a reading text.So,I interested to presenting the *Collaborative Strategic Reading (CRS)* as a strategy to increase the students' reading comprehension.It because the*Collaborative Strategic Reading (CRS)*not only increase the students ability in

reading comprehensionbut it also increse the students vocabulary by steps of CSR itself.

The *Collaborative Strategic Reading (CRS)*developed by Janette K. Klingner and Sharon Vaughn (1996 and 1998). Klingner, et.al.(2012) stated that one of the multiple strategy reading programs that has been found to be successful in helping students with informational text comprehension is *Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CRS)* is detail and simple strategy. There are four steps in doing *Collaborative Strategic Reading* (CRS) as follows (*1) Preview the* text (brainstorming), *(2) click and clunk* (identify the difficulty and understand the text), *(3) get the gist*(find out the idea)*, and (4) wrap up* (ask and answer the questions) (Klingner et.al.,1996 and 1998).

Bremer et al. (2002) stated that *Collaborative Strategic Reading* (CSR) is a reading comprehension practice which combines two instructional elements; that is modified reciprocal teaching and cooperative learning or students pairing. Reciprocal teaching of CSR means the teacher and the students are work together to questioning, predicting, clarifying, and summarizing the reading text by the steps of CSR. Meanwhile, the concept of this strategy is cooperative learning of working in a small group. Klingner and Vaughn (1998) stated that CSR is an excellent technique for teaching students reading comprehension by working cooperatively. Cooperative learning can improve students' oral communication and develop students' social skills. It happens because all of the students get the opportunity to speak in the learning process even the students who never speak in the class. At least, the students share their idea among the members of the group,

giving feedback, and reporting the result. It makes the learning process active and effective.

Based on the statements about The *Collaborative Strategic Reading (CRS)* and the problems that I found in MA Al-Huda Gorontalo, I applied *Collaborative Strategic Reading* (*CSR*) as the strategy to improve the students' reading comprehension in MA Al-Huda Gorontalo. Hence, the research became the implementation of *Collaborative Strategic Reading (CSR)*.

Research Question

Based on the basic consideration above, the research questions are:

1.   Whether the implementation *Collaborative Strategic Reading (CSR)* increased the students' achievement in reading comprehension especially the students of MA Al-Huda?

2.   Which aspects of reading get the highest increase in implementation of *Collaborative Strategic Reading (CSR)*?

Research Objective

The objectives of the research are:

1.   To find out whether the implementation of *Collaborative Strategic Reading* (*CSR*) increase the students' achievement in reading comprehension at the students of MA Al-Huda Gorontalo.

2.   To find out which aspects of reading get the highest increase in the implementation of *Collaborative Strategic Reading (CSR)*.

The Scope of Research

The research conducted to the students in XI-science class at MA Al-Huda Kota Gorontalo. The research focused on the students' reading comprehension especially in exposition text because the exposition text is one of the subjects of English lesson on the second graduate class in senior high school.

There are two types of Exposition text; it is Analytical Exposition Text and Hortatory Exposition Text. Based on curriculum 2013the second graduate class in senior high school, (1) The basic competence of analytical exposition (KD.) learns about the social function, generic structure, and language features of analytical exposition; meanwhile, (2) the basic competence of hortatory exposition text (KD.) learns about the social function, generic structure, and language features of Hortatory Exposition Text.

In addition, the target of this study focuses on 5 aspects of reading, namely identifying the main idea, identifying the specific information, references, making inferences, understanding the difficult vocabulary. So, research

The Significance of Research

There are some significances of this research.

1.   **Theoretically**

The results of this study are expected to be a reference material for students who want to conduct a research related to teaching English especially in reading comprehension learning

2.   Practically

The result of this research is expected to the teacher and the students to applying the CSR for teaching reading comprehension class.