

CHAPTER I

INTRODUCTION

A. Background of Study

The same as the other languages, English is divided into four skills which are listening, speaking, reading, and writing. Reading stands for the third skill and will be always discussed in here. It is a skill that works as a communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the idea or the information of a text that wanted to deliver by the writer. Mastering reading skill is also becomes a must for all of the students which are studying English as a foreign language.

According to Naf'an Tarihoran "Reading is private. It is mental, or cognitive, process which involves a reader in trying to follow and respond of a message from a writer who is distant in space and time".¹ Then in reading, we have to know what we reading for? And we have understand , what the content we read.

¹ Naf'an Tarihoran and Miftahul Rachmat, *Basic Reading Skill (Serang: Loquen Press, 2012)*, 1.

Reading is one of the key skill in language learning.² Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on theirs spelling and their writing.

In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they must able to comprehend the reading materials which are shown as the written texts. Furthermore, the students are also purposed to pass the final examinations which are related to reading comprehension achievement. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

When practiced (PPLK) to teach in SMPN 7 Kota Serang, it was found that most of the students were failed to comprehend the reading text well. It caused they did not pass the standard quality of the school (KKM). The students' failure in passing the examination target is due to many factors; one of them is the strategic that applied by the English teacher. The learning process of reading

² Tarihoran and Rachmat, *Basic Reading*, 4.

continuously involved the conventional activity in which the students should read the written text individually and the teacher checked their fluency and pronunciation. That technique seems effective to gain a higher ability in reading a text in the accurate spelling; but it cannot reach the aspects of all the reading comprehension where the students should be able to find the main idea, making inference, making reference, and knowing the supporting details. Furthermore, that conventional technique absolutely made the teacher used the time more and could be stated as an inefficiency, because all the students need to read the text one by one.

Through collaborating, the students are able to work with others includes actively participation in the learning process, having a brave in showing their ideas, evaluating one another's ideas, monitoring one another's work, and avoiding the wasting time. It's better than checking for each student's work which will consume time much more. Furthermore, the teachers also have a responsibility to find the best way of collaboration so that the students can work effectively. It is not the strategy that only several students work in a group but also all the students participate well in

order to gain the same increase of reading comprehension for each group member.

One of the techniques in teaching reading which guides the students for being able to collaborate well with others is Collaborative Strategic Reading (CSR). According to Klinger and Vaughn, CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively.³ Students strategies include previewing the text; giving on going feedback by deciding “click” (I get it) or “clunk” (I don’t get it) at the end of each paragraph; “getting the gist” of the most important parts of the text ; and “wrapping up” key ideas.⁴ In the words, students are given the opportunity to contribute their group by working together.

So, it can be considered that it is a good technique because the students are not only encouraged to work together in a well structured procedure but also maximize their involvement and responsibility with different roles and of course with different tasks.

³ J. K. Klinger and S. Vaughn, *Using Collaborative Strategic Reading*, (The council for Exceptional Children, 1998), 32.

⁴ Klinger and Vaughn, *Using Collaborative*, 32.

Finally, based on the explanation above, the writer entitles this study “The Effectiveness of Using Collaborative Strategic Reading on Students’ Reading Skills. (A Quasi Experimental Research at Eight of SMPN 7 Kota Serang).

B. The Statement of the Problem

Based on the background above, the problems of this research can be stated as follows:

1. How is Effectiveness of Collaborative Strategic Reading (CSR) on students reading skills?
2. Was there any effectiveness of using Collaborative Strategic Reading (CSR) on students’ reading skills for eight grade of SMP N 7 Kota Serang?

C. The Objective of the Research

Based on the statement problem the writer focuses on some objective as follow:

1. To know how the effectiveness of Collaborative Strategic Reading (CSR) on students’ reading skills.
2. To find out whether there is effectiveness of using Collaborative Strategic Reading (CSR) on students reading skills for SMP N 7 Kota Serang.

D. The Significance of the Study

The result of the study expected:

1. for students, it will give many benefits to the students because they are not only can improve their comprehending text but also can make them socialize and active in learning reading text such as, bravery to ask a question, to show their argument and to build their thinking skill.
2. For the writer and English teacher at the SMPN7 Kota Serang, by implementing this study is expected to be able to increase their knowledge and become more creative in learning reading text.
3. For institution of SMPN 7 Kota Serang, it is hoped to get the advantages for improving the educational field.
4. For the other research, in which the results are hopes as an alternative suggestion additional information to do further research study.

E. Organization of the Study

The organization is to facilitate the discussion of the problem presentation and help readers to understand what they read. This study divided into five chapters.

Chapter one is introduction, it presents background of study, statement of problem, objective of research, significance of study and organization of study.

Chapter two is theoretical framework it presents reading skill, Collaborative strategic reading and teaching reading using collaborative strategic reading. Reading skills contains definition of reading, purpose of reading, kind of reading, reading skills and strategies, teaching reading and assessing reading. Collaborative strategic reading contains definition of collaborative strategic reading, purpose of collaborative strategic reading and procedure of collaborative strategic reading. Teaching reading using collaborative strategic reading contains steps in teaching reading by using collaborative strategic reading.

Chapter three discussed about the research methodology. Research methodology contains research method, population of sample, place and time, research instrument, data collection and data analysis.

Chapter Four is result and discussion. Result and discussion contains description of data, data analysis, hypothesis testing (t-test), and data interpretation.

Chapter Five is conclusion and suggestions.