

CHAPTER I

INTRODUCTION

A. Background of the Research

Language as a main tool of communication is very important to learn. Language makes us easy to interaction each other. The function of language is not only used to communicate between citizens but also to communicate between peoples in the some countries. Because of it, many languages are used in the world. English as international language becomes a study which is forced to be learnt. It is not only used for communication but also used for keeping up with the development of technology and science.

As the most important foreign language in Indonesia, English is one of the compulsory subjects taught in Junior High School (SMP), Senior High School (SMA), University, and now days English also is taught in Elementary school and even in the kindergarten. English has four skills; they are speaking, listening, reading, and writing. All of the skills in the language learning are highly required and have to be mastered by a language learner. One of them is reading. Reading is a process of receiving and interpreting information encoded in language form via the medium of print.¹ Reading make us get new information in the worlds so that there is no doubt that reading is the key to get success. In addition, the comprehension very needed when we read a text. William Grabe said that “Reading is centrally a comprehending

¹ William Grabe, *Reading in a Second Language Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 14.

process. We read to understand what intended to convey to writing, though we also do more.² In reading process, there are interactions between the writer and the reader. The reader can understand what the writer conveyed in his writing.

Reading plays an important role of our daily life. Through reading various printed materials such as newspaper, magazine, fiction, and nonfiction books, we are able to gain a lot of knowledge, information, pleasure and problem solution. Therefore, the ability to read the texts in any forms will contribute a great deal advantage in our life such as gaining success at school.

There are numerous reading selections found over the world among fictions or nonfictions literature. One of reading text types that third year of Junior High School students learn and should be mastered is narrative text. Narrative text is a kind of text that describes a sequence of fictional or non-fictional events. It consists of orientation, complication, and resolution. Ideally, the third year students of Junior High School are conveyed to learn and to master some genres including narrative text applied in any aspects of language skills.

Many students have difficulties on reading comprehension of narrative text especially in MTs Darul Falah Kibin with students of third grade. The students have difficulties on reading comprehension of narrative text because the lack understanding generic structure and poor of vocabularies so they are not able to understand information in the text. In addition, they feel bored and not interesting on learning teaching process because the teacher used old method while learning

² Ibid.

teaching process so that it influences their reading comprehension in the text.

To help student in understand reading narrative text, there are some approaches that can be used. One of them is using Collaborative Strategic Reading (CSR). Collaborative Strategic Reading is a promising approach to combined strategies instruction that draws on both reciprocal teaching and cooperative learning.³ The concept of CSR is engaging students to work in small cooperative groups (3-5) and apply four reading strategies; preview, click and clunk, get the gist and wrap up. In CSR, the students are taught reading comprehension and building vocabulary and also working together cooperatively.

In the CSR a teacher firstly explain to students how to use this approach, step by step, and then model some strategies of CSR use a think aloud procedure, give students opportunities to practice the strategy independently while reading and make available a list or chart of the steps of the strategy as a reminder. After the students become more proficient, the teacher gradually reduces this assistance.

So, the writer tries to use this approach to know whether the using of this approach can give effect to students' reading comprehension of narrative text at MTs. Darul Falah Kibin. Based on statement above, the witer takes the title "The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text" (*An Experimental Research at the Third Grade of MTs. Darul Falah Kibin Kab. Serang*).

³William Grabe, *Reading in a Second Language Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 233.

B. The Identification of the Problem

The researcher has identified the problem as follows:

- a. Students have difficulties in comprehend is the text
- b. Students' vocabulary is low
- c. Students are bored with old method in teaching and learning process

C. The Limitation of the Problem

After writer look background in this a paper and in other to make easy in the research, the researcher limits the problem into:

1. To find out students' reading comprehension of narrative text in MTs Darul Falah Kibin.
2. The application Collaborative Strategic Reading (CSR) in reading comprehension of narrative text.

D. The Statement of the Problem

To make the study easy to understand, the writer states the problem as follows:

1. How is students' reading comprehension at the third grade of MTs. Darul Falah Kibin Kabupaten Serang?
2. How is the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension of narrative text?

E. The Objective of the Research

The objectives of this research are:

1. To know the students' reading comprehension at the third grade of MTs. Darul Falah Kibin Kab. serang
2. To know the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension of narrative text

F. The Importance of the Research

The result of this research gives a significant contribution to:

1. Researcher

Researcher can know that Collaborative Strategic Reading (CSR) can applied to teaching reading narrative text and this research can be used as references for those who want conduct a research in English teaching reading process.

2. Teacher

After knowing benefits of using Collaborative Strategic Reading, the teacher can implement this technique when they teaching reading.

3. Student

Students are expected to be more motivated in learning English because of an active participation in the learning process and learning environment is not monotonous. Beside that, it can contribute in improving students' reading comprehension.

G. The Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.⁴ Based on the purpose of the study and definition of hypothesis above, the writer can hypothesize as follows:

- Ha : There is the influence of the implementation of Collaborative Strategic Reading (CSR) on students' reading comprehension of narrative text.
- Ho : There is not the influence of the implementation of Collaborative Strategic Reading (CSR) on students' reading comprehension of narrative text.

H. The Previous Study

There are some previous studies that focus on students' reading comprehension. This first study is entitled "Teaching Reading Comprehension through Folktales".⁵ In this research, the writer wants to know how is the student's reading comprehension and is there an influence by using folktales in teaching reading comprehension. In collecting data, he gave tests to the students and interviewed English teachers. The conclusion of his research in the control class, the pre-test score is 71,7 and the post-test score is 72,4. And the research in the experimental class, the pre-test score is 70,7 and the post-test score

⁴David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), 230.

⁵Ali Imron, "Teaching Reading Comprehension through Folktales," (A Paper, Faculty of Education and Teacher Training, IAIN "Sultan Maulana Hasanuddin," Banten, 2011)

is 81,83. It means that there is significant influence between using folktale and without folktale.

The second study done by Siti Sasmianti, entitled “The Influence of Collaborative Strategic Reading on Students’ Reading Comprehension”.⁶ Based on the data described previously, the conclusion can be drawn that the use of Collaborative Strategic Reading has given positive influence on students’ reading comprehension. It can be seen from the differences of average score of post-test. It showed that the average score of post-test of experiment class and the average scores of post-test of controlled class has significant difference in both classes.

The result of the analysis of the reserach shows the value of “to” is bigger than the value of “tt” of the table significance 5 % and 1 %. It can be interrupted that there is significant influence between using CSR and without CSR in teaching reading comprehension.

The third study entitled “The Cloze Procedure as A Teaching Technique to Improve Student Reading Comprehension”.⁷ The writer uses the cloze procedure as a teaching technique to improve student’s reading ability. The writer think this technique can train capacity of reader’s brain toward writer’s message or meaning by way served text which not complete (have gaps of parts), and the reader must be able make become a pattern which whole like

⁶ Siti Sasmianti, “The Influence of Collaborative Strategic Reading on Students’ Reading Comprehension,” (A Paper, Faculty of Education and Teacher Training, IAIN “Sultan Maulana Hasanuddin,” Banten, 2011)

⁷ Susilawati, “The Cloze Procedure as a Teaching Technique to Improve Student Reading Comprehension.” (A Paper, Faculty of Education and Teacher Training, IAIN “Sultan Maulana Hasanuddin,” Banten, 2011)

beginning. Moreover with use a cloze procedure as teaching technique the teacher can know how far the students can understand about text of reading.

The writer can analyze those three previous studies above focus on student's reading comprehension. It used experimental research. In teaching reading comprehension every researcher used the instruction strategy which different each other. The writer takes a title in this research is about reading comprehension which used Collaborative Strategic Reading as the instruction strategy. Although the writer used same strategy with the second reseracher she is Siti Sasmianti but it has differences. In her study, she used REAP technique in control class while the writer used Three Phase Technique and also focus on narrative text.

I. Organization of Writing

This paper is divided into five chapters;

Chapter one is introduction is which the writer explains background of the problem, statement of the problem, the objective of the research, the Importance of the research, hypothesis, previous study, and organization of writing the paper.

Chapter two discusses of Theoretical Framework that consists of, the concept of reading, the concept of narrative text and the concept of Collaborative Strategic Reading (CSR).

Chapter three describes method the research, design of the research, population and sample of the research, instrument of the research, collection and data analysis.

Chapter four, it consists of description of the data, data analysis, and hypothesis testing and discuss of research finding.

In chapter five, the writer gives the conclusion and suggestion what have been discussed in previous chapter.