**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

English is international languange which is used by most people around the world. As an international language, English has been divided into three board categories: English as native language (ENL), English as a second language (ESL) and English as a foreign language (EFL). English in Indonesia is as a foreign language. To support Indonesian people in order to be able to communication with other

people around the world. The government, in the new curriculum of Curriculum 2013, states English will be taught starting from junior high school degree. It becomes a new problem in teaching English since the students have less experience before. However, it is still important to make a progress in order to make it possible in teaching and learning English from the beginner.Hence it is hope there will be great chance for Indonesia learners to improve their competence English communication.

Language learning covers some aspects. Those of the aspect are cover grammar, vocabulary, structure, pronunciation, and so on. Beside those aspects, the learners also need to master skill of the language such as writing, listening, speaking, and reading.

Reading is a dialogue between the reader and the author, and during this dialogue, the reader should generate questions to help anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of the text.[[1]](#footnote-1) Reading is essential because it can help students to get a new information in order to enchane their knowledge from the text they read. In getting new information, students need good ability in reading comprehension. According to Snow, reading comprehension is a process to get a precise understanding of the writer’s message through simultaneously extracting and constructing meaning by collaborating readers background knowledge and interaction and involvement in writing text.[[2]](#footnote-2)

1

There are some types of text that should be mastered by students. They are report, narrative, descriptive, directive, expository, argumentative, procedure, recount, description, review, news item. Narrative text is one of the type of text in English. Narrative text focusing on specific participants to tell a stories or past events and entertain the readers. Students must read the text to understand and to get information from the text.

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 text. Nowaday, Many Junior High School Students interest in reading is low. They don’t have a good background knowledge and they are still confuse to comprehending the text and conclude the idea from the text by themselves. It makes the students lost their plesure in reading certain text. In MTs Al-Khairiyah Pipitan English, students still get difficulities in learning English. The students still has less vocabulary. They still face unfamiliar word in reading certain text in which they will not be able to comprehend a text well if it comes to unfamiliar words. So, they get difficulty to understand what the text tells about.

In this case, the role of the teacher is very important to develop students’ reading comprehension. As a student facilitator, teacher need to select and to prepare good teaching materials to help the students gain maximum result of their reading class. Through collaborating, the students are able to work with others includes activately participation in the learning process, having a brave in showing their ideas, evaluating one another’s ideas, monitoring one another’s work, and avoid the wasting time. Furthermore, the teacher also have a responsibilities to find the best way of collaboration so that the students can work effectively. It is not strategy that only several students work in group but also all the students participate well in order to gain the same increase of reading comprehension for each group member.

Many teaching technique and method to facilitate teachers in developing their student’s reading comprehension. One of those technique to improve reading comprehension is Collabotive Strategic Reading (CSR). According to Klinger and Vaughn that Collaborative Strategic Reading is an excelent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. The concept of this strategy is engaging students to work in a small cooperative groups and apply four reading strategy ; *Preview, Click & Clunk, Get the Gist and Wrap Up.*[[3]](#footnote-3) Student strategies include previewing the text; giving ongoing 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. Here, students are working in groups and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text.[[4]](#footnote-4) In other words, students are given the opportunity to contribute their group by working together.[[5]](#footnote-5)

Referring the explanation above, the writer would like and interested in conducting research entitled “THE EFFECTIVENESS OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENT’S READING COMPREHENSION ON NARATIVE TEXT (A Quasi Experimental Research at Eight Grade of MTS. Al-Khairiyah Pipitan).

1. **Identification of Problem**

Based on the background of the study above, there are some problems that can be indentified such as:

1. Students lost their pleasure in reading certain text.
2. Students got difficulities in comprehending certain text.
3. Students less in vocabulary mastery.
4. Students get difficulities to understand what the text tell about.
5. **Limitation of the Problem**

The limitation of this study focuses on teaching and learning process of reading comprehension in narrative text at the second grade of MTS Al-Khairiyah Pipitan Serang. This study intended to measure whether Collaborative Strategic Reading (CSR) is effective on students’ reading comprehension on narrative text.

1. **The Statements of the Problem**

Based on the background above, the writer formulates the problem question as follow:

1. How is students’ reading comprehensions on narrative text?
2. Was the Collaborative Strategic Reading (CSR) effective on students reading comprehension on narrative text for eight grade of MTs Al-Khairiyah?
3. **The Objective of the Research**

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

1. To know how the students reading comprehension on narrative text.
2. To find out whether there is effectiveness of using Collaborative Strategic Reading (CSR) on student reading comprehension on narrative text for eight grade of MTs Al-Khairiyah.
3. **Significance of the Study**

The Significance of this study is expected to contribute several benefits in the English language teaching quality. There are two significance contributions gain from this study. They are follows:

1. Theoretical significance

The result of this study is expected to give contribution to the development of knowledge especially in the field of Education. This study expected to be a reference and an alternative source in conducting similar research related to the use of Collaborative Strategic Reading (CSR).

1. Practical Significance

The result of this study is expected to be beneficial for the teachers, the students, and other researchers.

1. For the teacher

Through this study, the teachers can enrich their knowledge about techniques or strategies in teaching reading. And also become more creative in teaching reading especially narrative text.

1. For the students

This study is also beneficial for the students. It is expected to be useful input for the students to encourage them to master their reading comprehension by using a different technique.

1. For other Researchers

This study is expected to be useful other researchers as a reference for the next researches who want to conduct a further research related to teaching reading, especially CSR.

**G. Organization of Writing**

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

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

Chapter two is theoretical foundation, it is divided into three parts. First, the part of theory about definition of reading. Second is the part of theory about Narrative text. Third is the part of theory about Collaborative Strategic Reading (CSR) and there is teaching reading using Collaborative Strategic Reading (CSR), previous study and assumptions and hypothesis.

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

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

Chapter five is conclusion and suggestions.

1. Stephanie Macceca, *Reading for Science Second Edition*, (California : Shell Education, 2014), p 5. [↑](#footnote-ref-1)
2. Catherine Snow, *Reading for Understanding: Toward AN R&D Progress in Reading Comprehension* (Washington DC & Ran Cooperation, 2002), 1. [↑](#footnote-ref-2)
3. M.J.Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives,* European Journal of Business and Management,vol. 2 No. 3, 2012, p 192. [↑](#footnote-ref-3)
4. Dian Novita, The Efectiveness of Collaborative Strategic Reading (CSR) for teaching Reading Comprehension at Muhammadiyah University of Sidoarjo, p 3. [↑](#footnote-ref-4)
5. J K. Klingner and S. Vaughn, *Using Collaborative Strategic Reading*, (The Council for Exceptional Children, 1998), p. 32. [↑](#footnote-ref-5)