

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of study, problem of study, objective of study, assumption of study, hypothesis, significance of study, scope and limitation and also definition of key term.

A. Background of Study

Reading is an activity to get the information from the text. Reading is one of four English skills. In education field reading is very important to understand the lesson and to get the new information. Reading cannot separate from the students when they are in the process of learning. Because reading help students to understanding the lesson, get the meaning and others. Reading also a necessary for students that learning English subject in their class, because to do their activity in the English class their need reading.

Reading activity and comprehension are strongly continuous. To understand and decipher written symbols, it was crucial for the reader to understand the text well. According to Grabe and Stoller reading comprehension was defined as the ability to comprehend a text, analyze the information and correctly interpret what the writer means.¹ Thus, reading is essential because it can help students to obtain new information in order to enhance their knowledge from the text that they read. However, in getting

¹ William Grabe and Fredricka L. Stoller, *Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher, Teaching English as A Second or Foreign Language*, 3rd Ed. Marianne CelceMurci (Boston: Heinle & Heinle, 2001)

the information from the text, the students need a 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 reader's background knowledge and interaction and involvement in written text.² In other words, reading comprehension is a process to connect the idea from the text and prior knowledge to get information. Therefore, reading comprehension is very important for students especially in comprehending the reading texts. It concludes that the ultimate goal of any reading instruction was to assist the reader in comprehending the text.

Based on the preliminary study had been conducted at the second grade of Man Sampang, the researcher discovered some problems in teaching and learning process, especially in teaching reading comprehension. The problems were students difficulties in understanding the meaning of the English text, difficulties to find the main idea and specific information of the text, lack understanding of grammar feature and text structure. Actually, those problems were the basic competencies that must be achieved by the students. Moreover, the other problem was come from the teacher while teaching reading. Generally, the teacher solely employed traditional methods, such as instructing students to self reading then translating the text into Indonesia, memorizing, and doing some assignment. It can be concluded, that the method used by the teacher make the students less interest in learning English. In summary, rather than used

² Catherine Snow, *Reading For Understanding: Toward An R&D Program in Reading Comprehension* (Washington DC & Ran Cooperation, 2002)

a traditional method the teacher better prepare the teaching method that can help the students in solving their reading English text problems.

Considering the problem previously mentioned, the researcher believed that it was necessary to provide a variety of teaching method that would assist the students easily in comprehending the text.

According to Roberto, the method chosen to provide learning information to students in a specific learning environment is known as a teaching strategy. It comprises the design, variety, and arrangement of activities that might help students learn new abilities.³ Providing a good strategy was an essential tool must prepared by the teacher to gain the teaching objectives in education. Yesicha Audina et.al defines a teaching strategy as a method that can assist the teacher in achieving the learning objectives. Moreover, the using teaching strategies can make the students more active during the learning process.⁴ It concluded that teacher should prepare an appropriate strategy to help the students develop their skills during learning process.

The teaching and learning process involves more than just teachers and students, but also between students. Thus, the teachers must apply certain effective strategies to aid students to participate actively in the classroom. Because the problem in this case was students reading skill, the researcher proposes Collaborative Strategic Reading (CSR) strategy that

³ Roberto Maldonado Abarca, "An Analysis of Teacher Strategies in Teaching Reading," *Nuevos Sistemas de Comunicación e Información* 2, no. 1 (2021).

⁴ Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang, Sri Ninta Tarigan "An Analysis of Teacher's Strategies in Teaching Reading Comprehension," *Lectura: Jurnal Pendidikan* 11, no. 1 (2020).

was found and developed by Klinger & Vaughn (1987) to be implemented in order to help the students have higher achievement in reading comprehension.

Collaborative Strategic Reading (CSR) strategy used to assist the students understanding of a text. The students in CSR are taught to accumulate prior knowledge, predict, monitor their comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and form appropriate questions about the text in groups.⁵

Muziatun & Maryam Katili stated that CSR is a strategy that have been designed to improve for teaching students reading comprehension through collaborative work. Also, during cooperative learning the students improve their oral communication and interpersonal skills. It occurs because all the students have an opportunity to communicate during the learning process. At least, the students share their ideas with the rest of the group, providing feedback and reporting the results it makes learning more active and efficient.⁶ As a result, Collaborative Strategic Reading (CSR) aims to improve reading comprehension and conceptual learning to maximize student participation.⁷

Three previous studies on Collaborative Strategic Reading (CSR) in

⁵ Rotua Parsaulian Aritionang and Ashari P Swondo, „The Effect Of Using Collaborative Strategic Reading (Csr) On Students’reading Comprehension“, *Journal MELT (Medium for English Language Teaching)*, 6.1 (2021), 31–53.

⁶ Muziatun Muziatun and Maryam Katili, „The Collaborative Strategic Reading (Csr) Through Students’reading Comprehension“, *Indonesian Journal of Learning and Instruction*, 3.1 (2020).

⁷ Doni Sudiby, Areski Wahid, and Ismail Suardi Wekke, “Collaborative Strategic Reading (CSR) to Improve Students’ Achievement in Reading Comprehension,” 2021.

reading instruction were used by the researcher to support its use for reading comprehension. The first study, A pre-experimental study by Sulistyani et al. (2022) at SMK Pemuda Papar examined the impact of collaborative strategic reading (CSR) on students' reading comprehension. The study examined how CSR affects student reading comprehension. This study demonstrated that CSR is beneficial and affects student reading comprehension. This study's flaw was that one of its five reading comprehension markers, social function, could not explain the findings.⁸

The second study, In 2022, Yon. A.E, Zainal Rafli, and Nuruddin did an action study at STKIP Panca Sakti Bekasi titled “Teacing Reading by Collaborative Strategic Reading: An Action Research”. The study aimed to increase students' literal, interpretation, application, and critique reading skills. This study found that collaborative strategic reading increased students' literal, interpretation, application, and critical comprehension.⁹

The third study, In 2020, Theoria Indah Swari Sinaga, Erika Sinambela, Agustinus Gea, and Carolina an action study at HKBP university Nommessen” The Effect of Collaborative Strategy Reading and Guided Reading Peer Questioning Strategy on Student’s Achivement in Reading Comprehension”. This research was conducted using two-way ANOVA. The result of this sduty, obtained using ANOVA analysis, the comparison of F_{count} and F_{table} at a significant level is the learning strategy used by Nusantara Private Junior High School Lubuk Pakam $F_{\text{count}} p= 0,320 > 0,05$

⁸ Sulistyani Sulistyani et al., “Collaborative Strategic Reading (CSR) and Its Influence on Students” Reading Comprehension,” *Journal of English Education and Teaching* 6, no. 3 (2022).

⁹ A E Yon, Zainal Rafli, and Nuruddin Nuruddin, „Teaching Reading By Collaborative Strategic Reading: An Action Research“, *English Review: Journal of English Education*, 10.2 (2022).

or $F_{\text{count}} = 1,154 < F_{\text{table}} = 3,10$, not significant.¹⁰

Based on the previous research and the phenomena above, the researcher that interested in conducting research on Collaborative Strategic Reading (CSR) was an effective strategy for teaching reading. It assumed that teaching reading using Collaborative Strategic Reading (CSR) strategy can assist the students in develop their reading skills. After considering the data and information, the researcher discovered limited previous research mentioned the crucial aspects of CSR strategy namely the division of students roles into groups. As a result, the researcher interest to investigate Collaborative Strategic Reading (CSR) strategy by mentioning the division of students roles into groups. This research also intended to know the effectiveness of using CSR strategy to help the students in having better reading comprehension.

Furthermore, the researcher will conduct a study entitled "*The Effectiveness of Collaborative Strategic Reading (CSR) Strategy on Students Reading Comprehension Achivement at The Second Grade of Man Sampang*".

B. Problem of Study

Problem of study is an educational issue, concern, or controversy that the researcher investigates.¹¹ It can be define that research problem is the issue or phenomenon that happen in education which need to be solved to

¹⁰ Theoria Indah Swari Sinaga, Erika Sinambela, Agustinus Gea, and Carolina," The Effect of Collaborative Strategy Reading and Guided Reading Peer Quesitioning Strategy on Student's Achivement in Reading Comprehension," Jayapangus Press, no. 3 (2020), <https://jayapanguspress.penerbit.org/index.php/cetta/article/download/1930/907>

¹¹ John. W Creswell, *Educational Research*, Fourth Edition (Boston: PEARSON, 2012), 66.

get the solution and become researcher interest to investigate. Based on the background study above, the researcher want to formulate the problem as follow:

Do students taught using Collaborative Strategic Reading (CSR) strategy have higher achivement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy ?

C. Objective of Study

According to creswell, a purpose is the major intent or objective of the study used to addressed the problem.¹² Research objective used to answer the question which researcher have explained. The research objective also acomplishment the researcher hopes to achive by the study. Based on the problem above, the researcher want to:

To measure the effect of the students taught using Collaborative Strategic Reading (CSR) strategy have higher achivement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang.

D. Assumption of Study

Research assumptions are postulates or basic assumptions about something related to the research problem and the truth has been accepted by the researcher.¹³ The researcher proposes an asumption that the Collaborative Strategic Reading (CSR) strategy can be effective for teaching reading comprehension. Through Collaborative Strategic

¹² Ibid., 60

¹³ Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiah, 17.

Reading (CSR) strategy the students able easier in comprehend the meaning of texts. The researcher believes that the Collaborative Strategic Reading (CSR) strategy have a good effect to the students on reading comprehension at the second grade of Man Sampang.

E. Hypothesis of Study

Hypothesis is the provisional or the prediction answer of the research problem. According to Creswell that hypotheses are statement in quantitative study in which the researcher predicts attribute or trait relationship.¹⁴ It means that the researcher make a prediction about the outcome of their research. There are two kinds of hypothesis in this research, there are Alternative hypothesis (H_a) and Null hypothesis (H_0), as follows :

H_a : Students taught using Collaborative Strategic Reading (CSR) strategy have higher achivement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy.

H_0 : Students taught using Collaborative Strategic Reading (CSR) strategy don't have higher achivement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy.

F. Significance of Study

Based on theory of Creswell about significant of study states that from the research problem the researcher can assist the policy makers when

¹⁴ Creswell, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Educational Research, 111.

she or he makes decisions, assist teachers and school authorities handle challenges and help researchers understand educational issues.¹⁵

a. Theoretically Significance

1. This study may inform innovative English teaching strategies, such as Collaborative Strategic Reading (CSR), to assess students' reading comprehension.
2. The result of the study can be used as a reference for school principle and further researcher in reading learning process.
3. This research aimed to show how social collaborative education might affect students' reading comprehension.

b. Practically Significance

1. For the teacher

The writer expects this study will assist teachers locate appropriate content, models, and techniques to push pupils to learn.

2. For the student

The result of this research can motivate the students to more interest in reading comprehension by using Collaborative Strategic Reading (CSR).

3. For the researcher

This study anticipated to help researchers teach reading comprehension using Collaborative Strategic Reading (CSR).

¹⁵ John W. Creswell, Educational Research, Forth Edition (Boston: Pearson, 2012), 59.

4. For others researcher

This study could help other researchers with similar interests but different research designs.

G. Scope and Limitation of Study

In this part scope and limitation the researcher discusses the definition a both of them. The breath of a researcher's observation might be particular, according to Creswell, while research limitations are the researcher's acknowledged study flaws.¹⁶

The scope of this study focuces on the effectiveness of Collaborative Strategic Reading (CSR) strategy on reading comprehension that include the creativity of English teachers in making students more interest in reading comprehension learning process. Then, the researcher limit this study in reading comprehension by using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang.

By determining the scope and limitation, this study will easy to find out the main focus about the effectiveness of Collaborative Strategic Reading (CSR) strategy on reading comprehension at the second grade of Man Sampang.

H. Definition of Keyterm

Creswell suggest to in beginning the research of literature by focusing on a few important words or phrases.¹⁷ The purpose of providing keyterms is to provide a general understanding, so the researcher provides several definitions of keyterms, as follows:

¹⁶ John, Creswell W, *Educational Research*, (Boston: Persin Education, 2012),. P. 199

¹⁷ Creswell, *Educational Research*, 82.

a. **Reading Comprehension**

Reading comprehension is the ability to understand and interpret the meaning of a text.

b. **Strategy**

Strategy refers to a planned and purposeful course of action designed to achieve a specific goal or set of objectives.

c. **Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) is an instructional approach that focuses on improving reading comprehension through collaborative efforts among students.

I. Previous Study

The objective of the previous study was to identify comparisons ideas to avoid similarities for future research. The researcher list the many findings of the past study relevant to the investigation in this part.

There are the following previous studies related to this research are follows:

- a. A pre-experimental study by Sulistyani et al. (2022) at SMK Pemuda Papar examined the impact of collaborative strategic reading (CSR) on students' reading comprehension. The study examined how CSR affects student reading comprehension. This study demonstrated that CSR is beneficial and affects student reading comprehension. This study's flaw was that one of its five reading comprehension markers, social function, could not explain the findings. Selection of sampling method was inconsistent. Cluster sampling and purposive sampling

explained the sampling process. Test instrument and analysis data properties are not adequately explained by the researcher. The researcher also neglects offering students responsibilities during therapy, a key CSR practice.¹⁸

- b. In 2022, Yon. A.E, Zainal Rafli, and Nuruddin did an action study at STKIP Panca Sakti Bekasi titled “Teacing Reading by Collaborative Strategic Reading: An Action Research”. The study aimed to increase students' literal, interpretation, application, and critique reading skills. This study found that collaborative strategic reading increased students' literal, interpretation, application, and critical comprehension. This research was flawed by discrepancy between action and effect. Again, the study question and purpose were inconsistent. Additionally, the researcher fails to clarify the instrument. In addition, the researcher fails to assign students responsibilities in the activity, which is crucial to CSR.¹⁹
- c. In 2020, Theoria Indah Swari Sinaga, Erika Sinambela, Agustinus Gea, and Carolina an action study at HKBP university Nommessen” The Effect of Collaborative Strategy Reading and Guided Reading Peer Questioning Strategy on Student’s Achivement in Reading Comprehension”. This research was conducted using two-way ANOVA. The result of this sduty, obtained using ANOVA analysis, the comparison of F_{count} and F_{table} at a significant level is the

¹⁸ Sulistyani Sulistyani et al., “Collaborative Strategic Reading (CSR) and Its Influence on Students’ Reading Comprehension,” *Journal of English Education and Teaching* 6, no. 3 (2022).

¹⁹ A E Yon, Zainal Rafli, and Nuruddin Nuruddin, „Teaching Reading By Collaborative Strategic Reading: An Action Research“, *English Review: Journal of English Education*, 10.2 (2022).

learning strategy used by Nusantara Private Junior High School Lubuk Pakam $F_{\text{count}} p= 0,320 > 0,05$ or $F_{\text{count}} = 1,154 < F_{\text{table}} = 3,10$, not significant. Its means that this research there is no effect on CSR and guided reading peer questioning strategy on students achivement in reading, because the $F_{\text{count}} < F_{\text{table}}$.²⁰

²⁰ Theoria Indah Swari Sinaga, Erika Sinambela, Agustinus Gea, and Carolina, "The Effect of Collaborative Strategy Reading and Guided Reading Peer Quesitioning Strategy on Student's Achivement in Reading Comprehension," Jayapangus Press, no. 3 (2020), <https://jayapanguspress.penerbit.org/index.php/cetta/article/download/1930/907>