

CHAPTER I

INTRODUCTION

A. Research Context

English is the mother tongue of the British people and has long been designated as an international language. The reason English is designated as an international language is because it is a legacy of colonialism, at which time England had a very large territory so that there were very many English users. Beside that, English is an easy language and is chosen by other countries in the world, so English is also called a lingua franca (*bahasa penghubung*) between countries.¹ The connecting language here is the language used to communicate with people from different countries, so that they can understand each others goals. Each country has its own language that is used every day, but it is also necessary to learn and understand the language of another country to make it easier to communicate with the citizens of that country. English is a language that is widely studied and even used as an everyday language by some citizens in a country. Indonesia is no exception, English has become a very popular language, especially among celebrities where many of them use English as their everyday language, even teaching English from an early age to their children so that it becomes their mother tongue and is more fluent than their native language, namely Indonesian. Even in education, English has begun to be applied at almost all levels of education in Indonesia.

¹ Simeon Potter and David Crystal, “*English Language*,” Britannica, diakses dari <https://www.britannica.com/topic/English-language/Historical-background>, pada tanggal 10 Desember 2023 pukul 11.45 WIB.

In Indonesian education, English has become a mandatory subject and is never forgotten. Therefore, English is always present at every level of education in Indonesia, starting from elementary school, middle school, high school or the like, even at the kindergarten level, English lessons have begun to be implemented with the aim of introducing English since early stage. English itself has several kinds of skills that are applied and must be mastered in order to be fluent and understand how to use English. These skills consist of four types, including writing, listening, reading and speaking. However, not everyone is able to master these four skills because each skill has its own way and strategy to be mastered, including reading skills. Reading skills themselves have several types and have methods and strategies for their application.

Reading is a basic skill in English that students must master and hone in addition to writing, listening and speaking skills. By reading we can get and add to the information or knowledge that we need or even that we don't know at all. Reading is the activity of viewing and understanding a text in order to obtain information from what is read. Reading is also a skill that sounds easy but requires high focus to get points from writing. If focused, students will more easily understand and get information from a text. In reading skills, we can understand meaning and obtain information by reading comprehension. Reading is not only to obtain important points but also to improve reading fluency. Reading can also improve other skills, namely speaking. Speaking and reading skills are related in that speaking skills can be improved by how high the level of reading comprehension skills. Reading

comprehension is the ability to analyze, understand and give the response in detail of the text.² So, reading comprehension is how students obtain information from text by analyzing the text so that they can obtain important points from the text. Reading comprehension should be mastered and honed by reading a lot and applying reading strategies.

In the world of education, reading is no longer a rare thing because students and educators are required to enjoy and read a lot to further expand their knowledge. However, many students are less interested and have little interest in reading because reading feels boring. Therefore, teachers must be able to make students interested and increase their interest in reading. In the classroom, teachers play a very important role in student learning activities. Teachers not only explain and provide exercises for students, but also need to make the class atmosphere interesting and not boring. This can be done by implementing ice breaking and also adequate strategies for the success of learning activities. Teachers can implement collaborative learning where teachers can engage with students in groups. So teachers can directly observe the performance and interactions between students.

The collaborative learning method is a group learning method, where students in groups are encouraged to interact with each other and learn together to improve each other's understanding. The media used to encourage this interaction is challenging material or problems. The form of interaction in

² Risaldi Mose, Nihta V. F. Liando, and Trully Wungow, "The Implementation of Collaborative Strategy in Teaching Students' Reading Comprehension at SMP Negeri 2 Eris," *JoTELL Journal of Teaching English, Linguistics, and Literature* 1, no 10 (September, 2022): 1215, <https://doi.org/10.36582/jotell.v1i10.5071>.

question is discussion, asking each other questions and conveying each other's opinions or arguments.³

There are many reading strategies that teachers can use to improve reading comprehension, one of which is Collaborative Strategy Reading or better known as CSR. According to Lucille Sullivan in Risaldi Mose, CSR is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.⁴ We can say that CSR is a cooperative strategy that can improve students reading comprehension by dividing students into small groups and students can work together with each other. This strategy can foster or increase a sense of togetherness and cohesiveness in students.

The researcher found the previous study that matching with this research topic, the first research is “The Effect of Applying Collaborative Strategy Reading (CSR) to The Students Reading Comprehension Assisted By Pop Up Book Story” by Indah Pratiwi. Indah Pratiwi discusses the significant effect of applying CSR to the students reading comprehension assisted by pop up book story. This study is different from the research conducted by researcher because this research examines the implementation, the supporting and inhibiting factors of CSR on students reading comprehension. Beside that, the difference lies in the research results. Meanwhile, the similarity lies in the strategy used, namely CSR in reading comprehension.

³ Djamilah Bondan Widjajanti, “Strategi Pembelajaran Kolaboratif Berbasis Masalah,” *Semnas Matematika dan Pendidikan Matematika (2008)*: 2104.

⁴ Mose, *The Implementation*, 1216.

The second is “The Effect of Collaborative Strategy Reading (CSR) Toward Students English Reading Comprehension of Report Texts at The Second Grade Students of SMA YLPI Pekanbaru” by Yolanda Aulia Rahmi. Yolanda Aulia Rahmi discusses the effect of using the CSR to improve students reading comprehension at the second grade students. This study is different from the research conducted by researcher because this researcher examines the implementation, the supporting and inhibiting factors of CSR on students reading comprehension. Meanwhile, the similarity lies in the strategy used, namely CSR in reading comprehension.

Before the researcher determined the topic, the researcher conducted a short interview with one of the English teachers at SMP Negeri 1 Kadur first to ensure that CSR was applied to students at that school and to ensure that the strategy produced good results and had a good influence on students reading comprehension. Therefore, the reason of the researcher wanted to research CSR was because after the researcher ask to the teacher, she said that she often teaches the students in group and the researcher also ask to the several students, they said that they mostly like to work in a group because they can more understand when they work together and they said that work together is fun, so that the students preferred working together rather than working individually. Beside that, the reason the researcher choose SMP Negeri 1 Kadur was because the school implemented CSR to grow and improve the reading comprehension of SMP Negeri 1 Kadur students. This is because students are able to work together and need each other in their

groups. Therefore, CSR can increase cohesiveness and togetherness in the learning process, especially in reading comprehension.

CSR has strategies that can be applied in class, consisting of the first being Preview, the second being Click and Clunk, the third being Get the Gist, and the last being Wrap Up. By using CSR, researcher want to know the process of implementing this strategy in the classroom and want to know the supporting and inhibiting factors in implementing this strategy by determining the research problem that mentioned in the research focus. Thus, the researcher interested in this topic and conducted research entitled "The Implementation of Collaborative Strategies Reading (CSR) In Teaching Students Reading Comprehension at Seventh Grade of SMP Negeri 1 Kadur".

B. Research Focus

The research focus is almost the same as the research problem in quantitative research, which is there are things that need to be researched and answers are found. In quantitative research it is called the research problem, while in qualitative research it is called the research focus. Based on the context of this research, the focus of the research that the researcher carried out includes:

1. How is the implementation of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur?
2. What are the supporting and inhibiting factors in implementing of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur?

C. Research Objective

Research objectives serve to determine the purpose of problem solving in the focus of research. Based on this research problem, the researcher provides the following research objectives:

1. To know the implementation of CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur.
2. To know the supporting and inhibiting factors in implementing CSR in teaching students reading comprehension at seventh grade of SMP Negeri 1 Kadur.

D. Significance of Research

The use of research is the usefulness or urgency of research, scientific (*theoretical*) or social (*practical*). Scientific use to the development of science, while social refers to an effort and stage in solving social problems. In other words, the usefulness of research is the reason for the feasibility of the problem being studied.⁵ Therefore, the researcher hopes that the results of this study will be useful for many people, then the use is divided into two uses as follows are:

1. Theoretically

The results of this study are expected to increase knowledge about efforts to implement CSR used by teacher in reading comprehension for 7th grade students so that it can give benefits to

⁵ *Pedoman Karya Tulis Ilmiah*, (Pamekasan: Institut Agama Islam Negeri Madura): 31.

teachers on how to apply CSR better in the future and can improve the quality of students reading comprehension.

2. Practically

The results of this study are expected to provide benefits to the parties involved in the research and readers in the future, including the following are:

a. The Students

It is hoped that it can improve the quality of students in reading comprehension, being able to work together (collaborate) to achieve learning goals and helping fellow friends to achieve goals in learning.

b. The Teacher

It is hoped that this strategy can be implemented properly and improve the quality of students in reading comprehension and create students interest in helping and working with their friends so that good and quality learning goals can be achieved.

c. The Researcher

It is hoped that it can increase knowledge and references about collaborative strategies, understand more deeply how to implement these strategies well, add experience so that they are broader and ready to prepare themselves in the future as prospective educators. This research is also expected to be a reference for further researchers.

E. Definition of Key Terms

1. Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading or we know that as CSR, is the strategy that used by teacher to teach reading comprehension. CSR is cooperative learning which the teacher will divided the students into small group and ask the students to read and get the poin of the text that given by teacher. CSR teach the student to work together and built togetherness also cohesiveness among friends so that they will need each other and completed each other to achieve their goals in the class. There are four strategies to use the CSR in teaching reading comprehension, namely are Preview, Click and Clunk, Get the Gist, and Wrap Up. The teacher can implement that CSR by using four strategies as part of CSR.

2. Reading Comprehension

Reading is the activity to see and get the information of the text. Reading comprehension is the process of reading and language comprehension. Reading comprehension is also the activity to understand the meaning, to get the information by seeing the writing. Reading comprehension is not only reading loudly, but also reading comprehension is more difficult than normal reading because in reading comprehension need a high focus to understand the meaning and get the information of the writing. Beside that, reading comprehension also obtains the implicit aim from the text.

F. Previous Study

In conducting research, it certainly requires the results of previous research as a guide and comparison to obtain the information needed in research with the same theme. There are many previous studies related to this problem and can be used as a comparison for this research. In this research, the researcher found several studies related to CSR in teaching students reading comprehension.

The first previous study is “The Effect of Collaborative Strategic Reading (CSR) Strategy on Students Reading Comprehension At Islamic Senior High School Al-Karim” by Wulan Rahma Fanni. This research focuses on how the use of CSR has a significant effect on students reading comprehension of descriptive texts and obtains that the results of data analysis are based on statistical inferentials that have been identified after using CSR which can increase 30% in students reading comprehension.⁶

The similarities between previous study and this research of course only in the variables, namely CSR and reading comprehension. The difference lies in the approach and type of research, in previous study using a quantitative approach, so the type of research is also different, namely using descriptive statistics, while this research uses a qualitative approach and uses a descriptive research type. Besides that there are differences, the first is in the research object, the previous study chose the object of high school students while this study chose the object of junior high school students. The second is in the content, the previous study focuses on how the students

⁶ Wulan Rahma Fanni, “The Effect of Collaborative Strategic Reading (CSR) Strategy on Students’ Reading Comprehension At Islamic Senior High School Al-Karim” (Skripsi, State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, 2022), 54.

reading comprehension before and after using CSR, besides that, it also examines the significant effects of using CSR. Meanwhile this research focuses on how the implementation, supporting and inhibiting factors of using CSR in the class. Therefore, the result of the research could be different also.

The second is “The Effectiveness of Collaborative Strategic Reading (CSR) Toward Students English Reading Comprehension at The Tenth Grade of SMA Muhammadiyah Purwodadi In The Academic Year of 2019/2020” by Yuli Anastasia. This research focuses on the effectiveness of using the CSR and obtains research results which show that there is a significant difference between students reading comprehension using CSR and students reading comprehension using conventional techniques.⁷

The similarities between previous study and this research lies in the variables that both use CSR and students reading comprehension. The difference lies in the approach and type of research in which previous research used a quantitative approach, while this research used a qualitative approach, so the selection of the type of research was different. Not only that, the difference also lies in the selection of objects where previous study chose senior high school students as objects and this research chose junior high school students as objects. Besides that, the different is in the content, which is the previous study focuses on differences significant between students taught by using CSR and conventional technique and which are the more

⁷ Yuli Anastasia, “The Effectiveness of Collaborative Strategic Reading (CSR) Toward Students English Reading Comprehension at The Tenth Grade of SMA Muhammadiyah Purwodadi In The Academic Year of 2019/2020” (Skripsi, The State Islamic Institute of Surakarta, Surakarta, 2020), 67.

effective between both. Meanwhile this research focuses on how the implementation, supporting and inhibiting factors of using CSR in the class. So, the result of the research could be different.

The third is “The Influence of Collaborative Strategic Reading (CSR) Techniques on Students Achievement in Reading Comprehension of Narrative Text” by Anike Rosalina. This research focuses on the influence of using CSR for students achievement in reading comprehension of narrative text and obtain the result that there is an influence of using CSR on students reading comprehension in narrative text.⁸

The similarities between the previous study and this research lies in the variables. Both of them use CSR in teaching students reading comprehension. The difference lies in the approach and method, in previous study use quantitative approach by quasi-experimental study which is the researcher give the test to know the students ability in reading comprehension meanwhile this research use qualitative approach by descriptive research. Beside that, in previous study the object is senior high school but this research the object is junior high school. Another different lie in the content, the previous study only focus on the influence of using CSR in students reading comprehension in narrative text meanwhile this research focuses on how the implementation, supporting and inhibiting factors of using CSR in the class. So, the result of the research will be different.

⁸ Anike Rosalina, “The Influence of Collaborative Strategic Reading (CSR) Techniques on Students Achievement in Reading Comprehension of Narrative Text” (Skripsi, Syarif Hidayatullah State Islamic University, Jakarta, 2014), 47.