# CHAPTER I INTRODUCTION

This introduction chapter provides the background of the study, the research questions, objective of the study, the scope of the study, the significance of the study, research methodology and definition of terms.

## 1.1 Background of study

English is one of the languages which becomes an international language because many in the world use it for communication. Many people from different countries English in order to be able to communication, not only in oral but also in written communication. N. F. Blake (1996) said that english is used widely as lingua franca for purpose of commerce and science because English has virtually achieved status of a world language.

In Indonesia, English which is regarded as foreign language become one of important subject taught at school. Thus, based on *kurikulum Tingkat Satuan Pendidikan (KTSP)* 2006, junior High School students are expected to be able mater four language skills; listening, speaking, reading and writing. Especially for reading skill, the students are expected not only to read fluently, but also comprehend the context completely. In mastering reading skill students must understand some kinds of reading texts; narrative, procedure, recount, expository, and descriptive.

There are some difficulties faced by students in learning reading, especially in reading narrative text. Reading narrative text is considered boring activity for the students because they feel difficult to comprehend the text to conclude the idea of the text by themselves. The students also faced many unfamiliar words in the reading text because lack of vocabulary and knowledge about the text given by the teacher. As the result, students lost their pleasure in reading and got low score in reading. In this case, teacher have important role as the student’ facilitator to develop students reading comprehension. Teacher needs to select and well prepare teaching materials to help the students gain maximum result of their reading class. McDonough and Shaw (2003) who said that teacher should provide material that stimulate interest for their students. Teacher might also try to find some kinds of method that could help the students to get their pleasure in reading and develop their reading comprehension.

From the statement above, it can be concluded there are four skills that should be mastered by the students in learning English (listening, reading, speaking and writing). It is clear that reading is one of the most important skill. The researches have found that there is a strong colleretion between raeding and accademic success. In another words a students who has a good reader skill is more likely to do well in school and pas the exam than a student who is weak reader.

In this day, many teaching methods and technique are offered to facilitate teacher in developing student’s ability in reding. One of those technique is known to improve students reading ability namely Collaborative Strategic Reading (CSR). According to Kand Sharon Vaughn (1998), CSR is a collaborative technique that teaches students to use comprehension strategic while working cooperatively. Students strategic 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. In other words, students are given the opportunity their group by working together.

From the previous studies above, most of the studies focused on reading comprehension disorder in reading ability from general aspects. Therefore, this study wants research further about the influence of collaborative strategy reading (CSR) technique on student’s achievement comprehension of narrative text in junior high school. This study will be conducted to analyze the influence of collaborative strategy reading (CSR) technique on student’s achievement comprehension of narrative text in junior high school, so this research wants to research further by conducting research with the tittle” Collaborative Strategy Reading in Teaching Student’s Reading Comprehension”.

## 1.2 Research Question

Since there are many problems to identify, the writer formulates the problem as follows:

“Is there any influence of collaborative strategic reading (CSR) technique on student’s achievement in reading comprehension?”.

## 1.3 The Objectives of The Study

The objectives of this study were to know the evidence of the influence of using Collaborative Strategic Reading (CSR) technique on student’s achievement in reading comprehension, especially in Senior High School

## 1.4 Scope of The Study

In order to avoid misunderstanding in interpreting the problem, the writer makes the scope of the study. In this paper, the writer limits the problem on the influences of Collaborative Strategic Reading (CSR) on the student’s achievement in reading comprehension at the Senior High School.

## 1.5 The Significance of the study

1. The result of the study hopefully can give information for the English teacher about the using Collaborative Strategic Reading (CSR) technique in teaching reading.
2. The research is expected to be useful input for the students to encourage them to master their reading comprehension by using a different technique
3. This study may also be a reference for the next researches who want to conduct further research related to teaching reading, especially CSR.
4. The writer expects that the research will be useful for the writer himself, so it will broaden his knowledge in teaching reading.

## 1.6 The Definition of Term

In order to clarify the key terms used in this study some the definitions are put forward:

1. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enhance content area learning. CSR teaches students reading comprehension while working in small cooperative groups. It is mostly used with expository text, but can also be used with narrative text. CSR consists of four reading comprehension strategies that are applied before, during, and after reading. CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up. In this article, I will describe the CSR instructional approaches: reading comprehension strategies and cooperative learning groups.

1. Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

1. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

1. Comprehension

Comprehension means the ability to understand something. When students do comprehension, they are given an exercise to find out how well they have understood a piece of written passage comprehension thus consists of a passage in prose or poetry on which questions are set to test students.' ability to understand the contents of the passage. The passage is generally 'an unseen passage' i.e. it is not taken from the prescribed text book but from some other source. Students have to read the given passage very carefully in order to understand all the minute details of the passage. Only the thorough understanding of the passage enables a student to answer all the questions correctly.