

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study consisting seven sections namely background, statement of problems, the purpose of the study, scope of the study, significance of the study, research methodology, and organization of the paper.

1.1 Background

Reading is the most important source of language learning (Alderson, 1984 in Wisajorn). In the English as Foreign Language (EFL) context, literature suggested that the second best way to learn English, other than living among its speakers, is to read extensively in English (Nuttall, 1996: 128 in Claridge 2011). Despite the importance of reading, there are many EFL students who have difficulties in understanding English texts. For EFL students there are many obstacles during reading an English text that may cause them difficult to comprehend the text. The obstacle may be the lack of vocabularies or their background knowledge of the topics. There are several research have been conducted to find the best approaches or strategies to help students' to have better understanding towards English text.

Among various reading strategies, Collaborative Strategic Reading (CSR) proposed by Klingner and Vaughn (1998) is one type of strategy designed to

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improve learners' strategic reading abilities through small group discussion. CSR is a multi-strategy routine to improve student reading comprehension and vocabulary knowledge (Solis, Boele and Annamma 2010). Students learn four strategies as a part of CSR's plan including 'preview', 'click & clunk', 'get the gist', and 'wrap up'. The preview strategy is only used before students read the text while wrap up is only used after students reading the entire text. The other two strategies, click & clunk and get the gist are applied during the reading process.

In CSR, students work in group to read one text and then discuss it. As the results of the application of CSR, students are not only able to have better comprehension of a text but also learn to communicate in a small group. in line with Klingner and Vaughn (1998) who say that Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Some teachers who have applied CSR to their classes also stated that their students gain more comprehension while working together cooperatively. Lucille Sullivan, a fifth-grade teacher who has implemented CSR in her class, says "Collaborative Strategic Reading is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively" (Klingner and Vaughn 1998).

One of the purposes of Collaborative Strategic Reading is to meet the learning needs of an increasingly diverse student population, particularly students with learning disabilities. There are several CSR research conducted in a class with students' learning disabilities, for example, a research conducted by Klingner and Vaughn in 1996 with 26 Latino middle school students with learning disabilities

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(LD) who were also English language learners. The result of the study shows that students gain their comprehension even when they are not provided with reading comprehension instruction by the teacher. On the other hand, CSR also have been implemented for English as Foreign Language (EFL) students. A research on CSR in Taiwanese fifth-grade classroom has been conducted by Lee (2003) and the results showed that CSR helped her students improve their reading comprehension more than traditional instruction (Yen, 2010).

Based on the issue above, therefore, this study will investigate whether or not the implementation of Collaborative Strategic Reading leads to significantly higher comprehension. This study will also investigate the students' opinion toward Collaborative Strategic Reading.

1.2 Statement of Problems

This study attempts to answer the following questions:

- a. Does the implementation of Collaborative Strategic Reading lead to significantly better reading comprehension?
- b. What are students' responses towards the implementation of Collaborative Strategic Reading?

1.3 The Purposes of the Study

In accordance with the research questions above, the purposes of this study are:

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- a. to investigate whether or not the implementation of Collaborative Strategic Reading leads to significantly better comprehension.
- b. to find out students' responses toward the implementation of Collaborative Strategic Reading in improving students' reading comprehension.

1.4 Scope of the Study

The study focuses on the use of Collaborative Strategic Reading (CSR) as reading comprehension strategy in EFL classroom in enhancing students' reading comprehension. In addition, the researcher attempts to find out students responses toward the implementation of CSR. This study was conducted in a senior high school located in East Bandung, West Java.

1.5 Significance of Study

The results of the study are expected to enrich the theories and methods in teaching reading comprehension particularly for senior high school students.

Practically, this study presents a real picture on how Collaborative Strategic Reading (CSR) is applied in classroom. Teacher can apply the teaching strategies for their teaching and learning process in the class. This research also expected to be beneficially useful for the students in helping and motivating students to improve their reading comprehension while learning cooperatively.

In professional perspective, the results of this study provide educators and schools information on how CSR is applied the class. Therefore, it is expected that

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Collaborative Strategic Reading can be used as one of alternatives in teaching reading comprehension in order to help students to improve their reading comprehension.

1.6 Research Methodology

This study is a quantitative research and was conducted using quasi experimental as the research design. The quasi-experimental design was used because the purpose of the research is to test the effects of CSR on students' reading comprehension. The participants involved in this study were 70 students which were divided into two classes, one class as experimental group and the other as control group.

The data collected for this study were the scores obtained from pre-test and post-test, from the questionnaire filled by the participants, and from the interview conducted. The data gathered through pre-test and post-test were computed one by one using t-test while data from questionnaire and interview were analyzed based on the frequency of students' answers and then were calculated and interpreted into percentage.

1.7 Organization of Paper

The paper is presented into five chapters:

Chapter I consists of introduction which discusses background of the study, statement of the problem, aims of the research, research methodology, and organization of the paper.

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Chapter II presents the theoretical framework. It contains some theories that related to reading skill and Collaborative Strategic Reading (CSR).

Chapter III presents the research methodology that discusses the design used, formulation of problems, hypothesis, and clarification of terms, data collection, research procedures, and data analysis.

Chapter IV presents the result, whether the implementation of Collaborative Strategic Reading is effective in developing students' reading comprehension. It also explains students' responses toward the application of Collaborative Strategic Reading

Chapter V provides the writer's interpretation of the study result in the form of conclusions and recommendations.

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