

CHAPTER I

INTRODUCTION

This chapter contains the introduction of the study which explains background of study, statement of the problems, purpose of the study, scope of the study, significance of the study, clarification of the key terms used in this study, and organization of the study.

1.1 Background

Reading as one of basic skills of English has been considered as the most important skill to obtain information. People get knowledge and information through reading. So as students, when they read they will also obtain knowledge from printed information. More than that, reading activity helps them to enrich their vocabulary. In line with Harmer (2007: 99), reading is useful for language acquisition. It has some positive impact on students' vocabulary knowledge, their writing and spelling. Thus, reading is essential skill in academic context especially for second and foreign English learners (Anderson, 1999, cited in Fan, 2009).

Gambrell, Block, & Pressley (2002) claim that comprehension is the most important thing in reading (cited in Ness, 2009). However, many Indonesian students have difficulties in comprehending English text. It is shown from the percentage reported by an Indonesian daily newspaper, Kompas (2003), the result found by Badan Pengembangan dan Penelitian Depdiknas Program for International Student Assessment (PISA) team show that around 37.6% of 15-year-old students are only able to read the text without understanding the meaning of the text. Only 24.8% out of them are able to link the texts with their prior knowledge (cited in Sugihartati, 2010: 3).

In addition, based on executive summary of the first result from PISA 2003 (OECD PISA), more than half percent of Indonesian students' reading performance was on level 1 or below. It means that Indonesian students can only perform very simple reading task and had some difficulties in locating

straightforward information, defining part of text means, and using some background knowledge to understand the text. Furthermore, the fifth survey of PISA in 2012 (OECD, 2014) shown that Indonesian students' skill in reading ranked 60 out of 64 countries. From similar surveys above conducted in different years by the Organization for Economic Cooperation Development (OECD), it can be seen that Indonesian students' reading ability still low.

The difficulties that students face arise due to the position of English as foreign language which significantly influences the use of English in daily life. It is used in classrooms but not in everyday communication (Hamra, 2010). Whereas, in order to acquire language mastery, learners need a lot of practices. Many research results also indicated that Indonesian students are having difficulties in reading English text (Syatriana, 1998; Hamra, 1993 and 1996; Mardiana, 1993; Kweldju, 2001, cited in Hamra, 2010). Therefore, they need help in reading comprehension.

According to some experts, reading difficulties in the classroom are influenced by some factors. Rippen and Brewer (in Klingner and Vaughn, 1999) said that students' difficulties in comprehending text are caused by students' lack of requisite knowledge, abilities, and mood to read and comprehend the material. In addition, limited vocabularies knowledge, teaching method, students' motivation, and lack of background knowledge of the topic can be the problem why the text is difficult to be comprehended (Fan: 2009).

To resolve the problems, there are some strategies to enhance students' reading comprehension. One of the strategies is learning in group. The students need to work in group to get more understanding about the text. Tugman (2010: 9) stated that:

When students discuss information together, the dialogue is on an equal level as opposed to dialogue with a teacher. Thus, the conversation becomes investigative as the amount of classroom talk increases (Molach, 2002). With increased talking and understanding, students' knowledge and comprehension expand.

From the explanation above, it can be assumed that working in group allow students to discuss information of the text together. Therefore the comprehension increases.

In accordance with the statement above, one of strategies in providing reading comprehension activities is Collaborative Strategic Reading. Collaborative Strategic Reading (hereafter called “CSR”) is one of strategies developed by Vaughn & Klingner, et al (2006: 235) to facilitate reading comprehension for students with reading difficulties. The students will be taught comprehension strategies series through collaborative peer-led discussions (Fan, 2009: 6). In this strategy, the students are grouped into a small group. Small group is a group consists of six or fewer students who are assigned a task that involve collaboration and self-initiated language (Brown, 2001: 177).

According to Kim et al. (2006: 236), CSR is an adaptation of reciprocal teaching and includes many features related with effective instruction such as collaborative group work, interactive dialogue, and clearly specified procedures. There are four strategies learned by the students: preview, click and clunk, get the gist, and wrap up. Preview is implemented before reading. Click and clunk and get the gist are employed while reading. After reading, students wrap up the material. In this strategy, students work in group that consists of 4 students to read a text and discuss it.

There are several previous studies related to the implementation of CSR. Klingner et al. (2004) implemented CSR in 10 classroom across five schools districts in south-eastern United States to examine the CSR-trained teachers along with their students. Five teachers and their classes were assigned to the CSR condition, the rest teachers and their classroom were assigned to control condition. The results revealed that students in CSR classrooms presented a greater improvement of reading comprehension than students in classroom where CSR was not implemented that was seen from the pretest and posttest score of MacGinite test. This classes also gain higher level of achievement improvement.

In addition, CSR teachers with higher level of CSR implementation, yielded greater gains than CSR teachers with lower level of implementation.

Vaughn, et al. (2011) designed a random control trial to provide a rigorous experimental study. They implement CSR to a middle school students in seventh and eighth grade English/language arts classes with teachers who had been trained by the researcher to find out the efficacy of CSR in reading achievement. They conducted CSR in two sites that are Texas and Colorado and in three school district (six middle schools). The total number of classes was 61, with 34 treatment and 27 comparison. Treatment class received CSR from their English teacher in reading expository passage, while comparison class received usual treatment of reading. The researchers used several measurements to test students' reading comprehension such as *Gates-MacGinitie Reading Test* (consist of expository and narrative text with three to six multiple choices questions related to the passage), *AIMSweb Reading Curriculum Based Measure* (a multiple choice close task), etc. The researchers found that there was a significant differences in favor of the treatment students on the Gates-MacGinitie Reading Comprehension Test but not on reading fluency.

There are also research on CSR conducted in EFL context. Fan (2009) implemented CSR in Taiwan to university students to find the impact of CSR on Taiwanese university students' reading comprehension, explore the process of how they collaborate for text comprehension, and examine their perspectives of the CSR intervention. The result shows that statistically, CSR is not more effective than conventional teaching in improving students' comprehension score. However, it is stated that the implementation of CSR supports beneficial effects on students such as learner's engagement in comprehending text and positive attitudes on English learning. In addition, Kassem (2013) conducted the similar research to University students in Saudi Arabia in one semester to see the effect of the implementation of Collaborative and Individual Strategic Reading (CSR and ISR). The results revealed that CSR and ISR groups achieved higher gains in reading comprehension and self-efficacy than control groups.

In Indonesia, Rozak et al., (2012) implemented CSR to 11th grader of MAN 1 Bojonegoro to teach content area reading comprehension viewed from students' intelligences. The finding indicates that CSR is more effective than Lecturing Strategy in teaching content area reading and also effective to be implemented to both high and low intelligence students. In addition, Rahman (2013) implemented CSR in MAN 1 Makassar to find the students' attitude toward CSR and its effects on students' reading comprehension. The result shows that there was significant effect on students' comprehension and it increases students reading proficiency, and there were positive attitude from the students. Most of the students agreed that their reading proficiency was improved by the implementation of CSR. Moreover, Andanawari (2012) employed CSR in Senior High School students to find out the effectiveness of CSR as reading instruction in teaching reading. The result reveals that the implementation of CSR is effective in improving students' reading comprehension. It is also revealed positive and negative responses toward CSR. Most of the students agreed that the implementation of CSR made them understand an English text better and faster, and it motivate them to read English text. While the negative response are related to classroom management and time management.

A number of studies show different results in implementing CSR. Thus, according to the statement above, this study aims at investigating how effective the implementation of CSR in Junior High School students in improving their reading comprehension. Besides, this study also provides students' responses toward the implementation of CSR in teaching reading.

1.2 Statement of the Problem

Based on the main point above, the questions in this research project formulated as follow:

1. Is Collaborative Strategic Reading effective in improving students' reading comprehension?

2. What are students' perceptions toward the use of Collaborative Strategic Reading?

1.3 Purpose of the Study

Based on a brief introduction above, the research expected to meet the following purposes:

1. To examine the effectiveness of Collaborative Strategic Reading in improving students' reading comprehension
2. To find out students' responses toward the use of Collaborative Strategic Reading.

1.4 Scope of the Study

To specify the problem, the writer limits the scope of investigating the effectiveness of CSR as a strategy in teaching reading comprehension in eight grade Junior High School students. In addition, this study also conducted to discover the students' responses toward the use of CSR.

1.5 Significance of the study

This study is expected to give contribution theoretically and practically to teachers, students and other researchers. In terms of theoretical perspective, this study is aimed as a little contribution to the enrichment of existing literature. In practical perspective, this study is expected to be useful for teachers, students, and other researchers in educational field especially in teaching reading strategy. For the teachers, this hopefully becomes the illustration of how collaborative strategies work in teaching reading comprehension. Therefore, it could encourage teachers to use it in the classroom to enhance students' reading comprehension. For the students, the method applied in the classroom expectantly can motivate and help them to improve their comprehension of the text. For other researchers, this study is expected to be used as an additional source. Especially, it is useful for those who conduct a study in collaborative strategies. In addition, this study is

expected to show the effectiveness of CSR as teaching reading strategy compare to the conventional teaching.

1.6 Definition Term Used in the Study

The terms used in this research are clarified as follows in order to avoid misinterpretation:

- 1. Reading** is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning (Anderson, et al., 1985 as cited in Nakjan, 2002)
- 2. Reading Comprehension** defines as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text (Pardo, 2004, as cited in Closs,)
- 3. Collaborative Strategic Reading** refers to reading approach that learners' strategic reading comprehension can be improved by teaching them comprehension strategies series through collaborative peer-led discussions (Fan, 2009: 6).

1.7 Organization of the Study

This research is organized as follows:

CHAPTER I: Introduction

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CHAPTER II: Theoretical Foundation

This chapter clarifies the theoretical foundation of CSR: reading, CSR, and previous research.

CHAPTER III: Research Methodology

Chapter III explains the methodology of research. It provides the information about research question, research design, variable, site and participants, data collection, research procedure, and data analysis.

CHAPTER IV: Finding and Discussion

Chapter IV reports research findings and research interpretation of the result of the research.

CHAPTER V: Conclusion, Suggestions and Limitation

Chapter V contains some conclusions and recommendations for further research based on the result of the research, and the limitation of the study.