

# CHAPTER 1

## INTRODUCTION

### 1.1. Background

Language as one aspect of human life should be mastered either actively or passively. English language as one of the means of communication should be well mastered in order to be able to communicate effectively. As EFL students it is not easy to master English and furthermore to be competent in English as one of the goals of learning language.

English language comprises four basic skills that should be well mastered. Those are speaking, writing, listening and reading. Those four skills are intertwined, it means that no skills for all, everyone who learn English should be able to master all the four skills.

As one of English skills, reading plays an important role. Reading is a form of non-verba. communication. Reading enables the students to understand and comprehend language through written form like text or passage.

In most modern foreign language courses, instruction begins with the teaching of the sound system and the most frequent and/or useful grammatical pattern of the spoken language.

Vocabulary is at first very limited but as the students gain control over the sounds and the structure of the language, they are fed more and more vocabulary, chosen for its usefulness in oral communication.

During this stage, such reading as is presented to the students is designed primarily to strengthen their control of the oral aural skills. Reading is generally built in around the grammatical structures and lexical items which the students will need to communicate orally, and the contents of the material are regarded as relatively unimportant.

When the teacher considers that the class has gained a good functional control ✓ of the spoken language, the teachers may introduce reading as an end of their lesson in the classroom.

The abilities needed in reading a language include at least the following:

1. Language and graphic symbols
  - Comprehending a large percentage of the lexical items occurring in non specialized writing
  - Understanding syntactical and morphological pattern of written language
  - Responding correctly to the graphic symbols of written language
2. Ideas
  - Identifying the writer's purpose and central idea
  - Understanding the sub ordinate ideas which support the thesis
  - Drawing correct conclusions and valid inferences from what is given
3. Tone and style
  - Recognizing the author's attitude toward the subject and the reader
  - Identifying the method and stylistic devices by which the author conveys his ideas.

In practice the above abilities are mutually dependent. It is the fact, that in the past most of the teachers believe that direct instruction is the best way in teaching reading. Teachers should realize that if they used gentle encouragement, mild control and encouraged students' independence they will have a class that better performed in reading than the teacher who did not.

As we know that in the classroom teachers deal with a lot of students with different level of achievement. Thus, the teachers should be able to create conducive learning teaching circumstances that enable students with mixed achievement level to get involved in the classroom activities. Collaborative teaching enables teachers to maximize students' involvement in the classroom in order to get better understanding on the materials given.

In teaching reading, teachers should provide students with a purpose of reading for different types of reading which are stimulating their interest and do not have an over familiar content. It means that teaching reading process should enable students to create a useful understanding in order to improve their reading skills and ability.

Basically, there are some reading skills that should be mastered by students who studying reading. Those skills are:

- Recognizing the script of the language
- Understanding conceptual meaning
- Understanding relation between the sentences
- Interpreting the text by going outside it
- Recognizing indicators in the discourse

- Identifying the main points or important information in a piece of discourse

Meanwhile the reading ability refers to the capacity to coordinate a number of mental process that enable the reader to form a reasonable idea of the meaning represented in the text.

Reading ability covers:

- The ability to answer the question after reading
- The ability to summarize what has been read
- The ability to decide which of two statements is aligned with an author' view
- The ability to retell the information or events of selection
- The ability to apply the information contained in a selection to some new problem
- The ability to guess missing words periodically deleted
- The ability to choose form among several pictures the one that best represents the content of selection

(Mc Kenna and Robinson, 1993).

But we are all agree that in practice, teachers found that their students have the difficulties in understanding the reading text. We can classified the difficulties as follow:

- Difficulties in understanding the vocabulary
- Difficulties in grammar
- Prior knowledge availability
- Purpose
- Passage structure

- Having misconception about reading

In other hand, we can also notice the development of reading ability as follows:

- Letter and word recognition
- Reading sentences
- Reading stories
- Pleasure reading

In this research the researcher tries to analyze the effectiveness of Collaborative strategic Reading in improving students reading ability and also the usage of the technique in handling reading difficulties generally faced by the students.

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies (Palincsar & Brown, 1984) while working cooperatively (Johnson & Johnson, 1989). Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each.

Initially, the teacher presents the strategies of CSR to the whole class using modeling, role playing, and teacher think-alouds. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies.

The strategies cover four steps, those steps are:

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- Preview
- Click and clunk
- Get the gist
- Wrap up

CSR was designed primarily to be used with expository text found in social studies and other content area textbooks, yet CSR can also be used with narrative text. Expository text is a kind of reading text, which relies heavily on facts and examples.

Teachers should select reading material with well-formed structure, interesting passages that are constructive to the application of the technique. Such material is characterized by the following:

- Provide clues that help students predict what they will be learning.
- Have one main idea in a paragraph.
- Provide context that helps students connect information.

CSR is an excellent technique for teaching students reading comprehension, because instead of improving students' reading ability, it also helpful in building vocabulary and teach students to get involved in working group effectively.

CSR is great for students having learning difficulties because they can contribute to their groups and feel successful in the same time and they also get the help they need with their reading.

Luccile Sullivan and Sallie Gotch teach heterogeneous class that included student with learning disabilities. They learned reading by using CSR and they believe that CSR has improved their students reading comprehension, increased their vocabularies, enhanced cooperative skills and also increased content area learning.

Hopefully the findings of the research can be useful both for teacher and students in improving students reading ability and furthermore it can be an alternative to overcome the difficulties the teachers faced in teaching reading.

### **1.2. Statement of the problem**

The main point of the problem that will be analyzed in this research is “ THE EFFECTIVENESS OF CSR AS ONE WAY IN IMPROVING STUDENTS’ READING ABILITY”, that has been stated in the following questions:

1. Does CSR give significant result in improving students’ reading ability?
2. Can CSR overcome the students’ problems in improving their reading ability?
3. Does CSR gives beneficial advantages for both teacher and students in learning teaching process, especially reading?

### **1.3. The Aims of The Study**

The study is for testing THE EFFECTIVENESS OF CSR AS ONE WAY IN IMPROVING STUDENTS’ READING ABILITY.

In details, the aims of the study are:

1. To get empirical evidences of CSR's effectiveness in improving students' reading ability
2. To find out the effectiveness of CSR in handling students' problems in improving their reading ability
3. To find out beneficial advantages for both teacher and students in learning teaching process, especially reading

#### **1.4. Hypothesis**

The researcher suggests the following hypothesis in the research

- CSR is effective in improving students' reading ability

#### **1.5. Research Methodology**

In order to achieve the aims of the research, the researcher uses experimental study, that is the whole range of different studies that investigates the language behavior of group under controlled situation (Brown, 1990:3)

In collecting the data, the researcher uses the score of students' pre test and posttest. The pre test was conducted at the beginning of the lesson in order to find out the initial difference between the control and experimental groups. The posttest was conducted in order to check the differences between the two groups after receiving the treatment. After the score has been calculated, the writer analyzed the result from the two groups statistically.



## 1.6. Research Design

The study will use the experimental design by using control group and experimental group. Both group will have pre test and post test, but they will get different treatment. CSR will be given to experimental group while the control group will get the conventional model of teaching for the treatment. The experimental design in the research is described in the following table:

**Table 1**  
**The Design of The Research**

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	X1e	T	X2e
Control Group	X1c	O	X2c

X1e : Students' reading scores of experimental group in pre test

X1c : Students' reading scores of control group in pre test

T : CSR treatment

O : Conventional treatment

X2e : Students' reading scores of experimental group in posttest

X2c : Students' reading scores of control group in posttest

## 1.7. Population and Sample

To have representative sample the researcher uses the cluster random sampling method. The writer chooses the sample and population from the students of SMUN 1 Sumedang. The population and sample come from the same level of grade.

### **1.8. Clarification of Terms**

- Effectiveness

The measure to produce good result in improving students' reading ability through the implementation of CSR

- CSR

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### **1.9. Organization of The Paper**

There will be five chapters in this research:

- Chapter 1

It contains introduction which discuss: background, statement of the problems, the aims of the study, research method, research design, population and sample, clarification of the terms, and organization of the paper

- Chapter 2

It contains theoretical foundations, which serve s a basis for investigating the research problem

- Chapter 3:

Methodology of the research was discussed in this chapter. It contains the subject of the research, the instruments of the research, procedure in collecting the data and data analysis

- Chapter 4:

This chapter reports the data presentation and data interpretation. The data was gained through pre test and posttest. The test results were presented in the form of quantitative data.

- Chapter 5:

Included in this section were conclusion and suggestion for further research

