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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity done by English language learners. They read for many purposes. Sometimes, they read to entertain themselves or to construct new knowledge from the interaction between texts and their own background knowledge. Reading is not only a tool for learning but also a means by which they can share the thought of others and experience some of the pleasures that it makes possible. Basically, the purpose of reading process is acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from reading materials. Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also should comprehend the contents of reading.

According to Nunan (2003, p.68), "Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that by reading learners will make greater progress and development in all areas of learning. By reading we can get many things, especially getting information. Reading is an essential part in learning language because reading provides multiple opportunities for students to study language, such as vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text. Kalayo

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(2007, p.114-115) says that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

According to Dorn, (2005, p.6), “Reading comprehension is a complex process regulated by cognitive, emotional, perceptual and social experiences”. Based on the explanation above, the researcher concludes that reading is a process to convey the message or information. By reading, the reader will get much knowledge, broaden minds, refresh thought, know what they read and be challenged to response the ideas of the author.

The purpose of the reading will be achieved not only when the readers comprehend the reading text as well but also when the readers know skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. So, reading becomes an important skill that must be mastered by students in teaching and learning English, besides speaking, listening and writing because reading will be able to improve students’ knowledge and it is a way used in order to understand the material in teaching and learning English which is served textually. Based on the opinions above, it is very clear that the students of Junior High School level are strongly expected to know the approach of reading skill to comprehend the reading text as well.

In Junior high school, the basic competence that should be achieved in reading English subject is the students are able to understand meaning in functional written text as well as simple and short essay in the

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form of descriptive, recount, analytical exposition and narrative text to interact in daily contexts. Those are the scope of reading comprehension in which students are expected to comprehend based on the basic competencies as stated in the curriculum of KTSP (School-Based Curriculum). The purpose of KTSP is to design curriculum which is based on educational autonomy.

In School-Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. Each grade in Junior High School in the second semester, the standard competence in reading activity is to understand the meaning of a short simple essay form narrative text to interact in environment around. Then, there are three basic competences for the second Grade Junior High School in the second semester that must be mastered by the students. First, read aloud a simple short essay recount and narrative text acceptably utterance, stressing, and intonation that is interconnected with around the environment. Second, respond the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of recount or narrative text to interact in daily life context. Third, respond the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of to interact in daily life context.

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Based on the researcher's observation and interview on December, 27th 2016 about the students' reading comprehension at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang, the teacher said that he had taught his students by using some teaching techniques to make students able to comprehend the text and able to read the text. But in fact, it was still far from the target of curriculum and the students still had problems in comprehending narrative text. It could be seen from the score of reading and the problem that students found in reading. The students were difficult when they read a text, such us: pronunciation, intonation, rhythm, pausing and stressing.

Actually, the passing score of learning English for the second Grade students of junior high school in reading text is 70. However, based on the data from the English teacher at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang, it show that there were only 7 (35%) students from 20 who could pass the graduated standard (KKM). It means 13 (65%) students could reach (KKM). Even though the teacher had taught the students by using a good and effective method expected to improve the students' reading comprehension. In fact, some of the students could not comprehend the text given especially in reading narrative text. The teacher had a lot of efforts to improve their understanding in narrative text. However the students' still had low ability in the reading text and could not fulfill the expectation of reading comprehension.

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Based on the explanation above, the researcher had found several problems as long as the preliminary study. The problems of the students can be seen in the following phenomena:

1. Some of the students have difficulty in identifying the topic of narrative text.
2. Some of the students have difficulty in identifying the information of narrative text.
3. Some of the students have difficulty in identifying the generic structure of narrative text.
4. Some of the students have difficulty in making inference and reference from narrative text.
5. Some of the students have difficulty in identifying the language features of narrative text.

In reading comprehension, there are many actually strategies used by teachers to improve the students' reading comprehension, an appropriate methods or techniques. In this case, the researcher wants to apply a strategy that will help the students to improve their ability in reading. This strategy is called Collaborative Strategic Reading (CSR). According to Klingner and Vaughn (1998, p.32), Collaborative Strategic Reading (CSR) is a technique that had been designed to improve students' reading comprehension through small group discussion which learns four steps including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up". The researcher focuses on the reading comprehension that should be

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covered in students' composition. The aspect of reading comprehension ability is narrative text.

Based on the explanation and the problem experienced by the students above, the researcher is interested in conducting a research entitled: **“The Effect of Using Collaborative Strategic Reading (CSR) on the Second Grade Students’ Reading Comprehension of Narrative Text at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang”**.

B. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is very clear that some of the students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang still get some problems in their reading narrative text. To make it clear, the problems are identified as follows:

1. Why do some of the students have difficulty in identifying the topic of narrative text?
2. Why do some of the students have difficulty in identifying the information of narrative text?
3. Why do some of the students have difficulty in identifying the generic structure of narrative text?
4. Why do some of the students have difficulty in making inference and reference from narrative text?
5. Why do some of the students have difficulty in identifying the language features of narrative text?

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2. The Limitation of the Problem

Based on the identification of the problems above, the researcher wants to limit the problem on the students' reading comprehension especially in narrative text. It refers to the topic, information, generic structure, making reference and inference and language features of narrative text. Therefore, the researcher tried to use Collaborative Strategic Reading (CSR) to help the students comprehend narrative text.

3. The Formulation of the Problem

Based on the background of the study, the researcher formulates the problems in the following questions:

- a. How is the students' reading comprehension at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang taught by using Collaborative Strategic Reading (CSR)?
- b. How is the students' reading comprehension at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang taught without using collaborative Strategic Reading (CSR)?
- c. Is there any significant difference on students' reading comprehension of narrative text taught by using Collaborative Strategic Reading (CSR) and taught without using Collaborative Strategic Reading (CSR) at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang?

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- d. Is there any significant effect of using Collaborative Strategic Reading (CSR) on the students' reading comprehension at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension of narrative text taught by using Collaborative Strategic Reading (CSR) at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.
- b. To find out the students' reading comprehension of narrative text without taught by using Collaborative Strategic Reading (CSR) at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.
- c. To find out whether there is a significant difference on students' reading comprehension of narrative text taught by using Collaborative Strategic Reading (CSR) and taught without using Collaborative Strategic Reading (CSR) at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.
- d. To find out whether there is or not a significant effect on students' reading comprehension of narrative texts by using Collaborative Strategic Reading (CSR) at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

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2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, these research finding are able to benefit the writer as a novice researcher learning how to conduct a research.
- b. These research findings are also hopefully, useful and valuable, especially for students and the English teacher of the second grade students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang to be consideration in their teaching and learning process in the future.
- c. The researcher findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching reading.
- d. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning English as a foreign or second language.
- e. Finally, these research findings are also expected to be practical and theoretical information for the development of the theories on language teaching.

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D. The Definition of the Term

1. Effect

According to Richards and Richard Schmidt (2010, p.10) Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. Effect is the result caused of something changing. It means that effect can be influenced by something toward something else. In this research, the effect means that as the result of applying the Collaborative Strategic Reading (CSR) strategy for the students of teaching reading comprehension of narrative text at the second grade of MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

2. Collaborative Strategic Reading (CSR)

According to Klingner and Vaughn (1998, p.32), Collaborative Strategic Reading (CSR) is a technique that had been designed to improve students' reading comprehension through small group discussion which learn four steps including "Preview", "Clink and Clunk", "Get the Gist", and "Wrap up". In this research, Collaborative Strategic Reading (CSR) is the strategy used to improve the students' in reading comprehension. However, in this research, Collaborative Strategic Reading (CSR) refers to the procedures used by the researcher to treat the students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

3. Reading Comprehension

According to Tankersley (2003, p.2), reading comprehension is the process of constructing meaning from a text that is defined as the level of

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understanding of a written text. So, reading comprehension is the process of constructing the meaning through interaction between reader and author. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. In this research, reading comprehension refers to students' skill that will be measured by researcher. So, reading comprehension is the process of constructing the meaning through interaction between the reader and the author in the second grade students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

4. Narrative Text

Kane (2000, p.366) mentioned that narrative is a meaningful sequence of events told in words. Narrative text tells about true story or fiction. While in this research, this narrative text refers to the one text which will be provided to the second grade students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.