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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the most important skills for English Language learners, especially for students who learn English as a foreign language. As McDonough and Christopher (1993, p.89) stated that “reading is the most important foreign language skill”. Reading becomes essential for students in order to enrich their knowledge. It is in line with the idea stated by Grabe and Stoller (2001, p.188) that reading is an essential means for learning new information. Thus, reading is essential because it can help students to obtain new information in order to enhance their knowledge from the text that they read. However, in getting the information from the text, the students need a good ability in reading comprehension.

According to Snow (2002, p.1) , reading comprehension is a process to get a precise understanding of the writer’s message through simultaneously extracting and constructing meaning by collaborating reader’s background knowledge and interaction and involvement in written text. In other words, reading comprehension is a process to connect the idea from the text and priorknowledge to get information. Therefore, reading comprehension is very important for students, especially in comprehending the reading texts.

There are several kinds of reading texts, and in KTSP Curriculum of Junior High School which was recommended by the government, one of reading texts that should be learned and taught in the eight grade of Junior

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High School is narrative text. Based on standard of Competency and Basic Competence (SKKD), in reading aspect, the eight grade students of junior high school have to be able to comprehend narrative text in spoken or written in simple short story.

Narrative text is a piece of the text that tells a story and it purposes to entertain the reader or listener. It consists of orientation, complications of problem, a sequence of events, resolution and code.

However, based on the interview result that was conducted by the researcher on Monday January 09th 2016 with the English teacher at SMP N 1 Kampar Airtiris, there are some difficulties that are probably faced by the students in comprehending narrative text. For instance, students have difficulty to construct the idea of narrative text, they have difficulty to get the main idea and supporting details of the text. Besides, students' problem in reading is the lack of vocabulary mastery in which they will not be able to comprehend a text well if it comes to unfamiliar words. Thus, they get difficulty to understand what the text tells about. Because students could not understand what they have read, they are unable to answer the question of the reading of the reading test. Consequently, the students have difficulty to do exercises. It can be seen that students get low score in reading comprehension test. Based on Minimum Mastery Criterion (KKM) in English subject, 70 is as the minimum score. According to teacher's explanation, the students in one class gained the average score about 60 in daily test for reading comprehension of narrative text with the role of reading in daily test around

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40% of another aspects. It can be concluded that students have low comprehension in reading narrative text.

Based on the researcher's preliminary study and observation, the problems can be seen in the following phenomena :

1. Some of the students are not able to comprehend the content of narrative text
2. Some of the students are not able to identify the main idea of the narrative text
3. Some of the students are not interested in reading narrative text
4. Some of the students are not able to identify the specific information of narrative text
5. Some of the students are not able to express the meaning of narrative text

Based on the phenomena above, it is clear that some of the students in SMP N 1 Kampar Airtiris still have difficulties in reading comprehension of narrative text that should be solved by the teacher. This case, is due to the teacher inability to conduct a variation technique in teaching reading which the teacher only delivers the material without any interesting actions in teaching and learning process of reading comprehension. Consequently, students' interest in reading is low and they get difficulty in comprehending reading text. Therefore, based on the reality, the researcher considers that it is necessary to give variation of teaching technique that may help students to get their interest in reading and can help them easily to comprehend reading text, especially in comprehending narrative text

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Nowadays, many variations of technique are offered in teaching reading. One of the techniques is Collaborative Strategy Reading. According to Klingner and Vaughn (1998 p.32), Collaborative Strategy Reading is a technique that has been designed to improve students' reading comprehension through small group discussion which students learn four strategies including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up". Here, students are working in a group, and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate question about the text. In other words, students are given the opportunity to contribute their group by working together. The objective of collaborative strategy reading is to facilitate the students in improving their reading comprehension by working together in groups and to better understand the material in their reading tasks. As the result of the application of collaborative strategy reading, students are not only able to have better comprehension of a text but also learn to communicate in a small group. Thus, by involving activities of this technique, students are expected to resolve their problems in comprehending reading text.

According to Klingner and Vaughn (1996), the goals of Collaborative Strategy Reading are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement and to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties.

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Collaborative Strategic Reading (CSR) is a technique that is designed to help students to have better comprehension of a text and extend students' vocabulary knowledge. There are four strategies : preview, click and clunk, get the gist, and wrap up which these strategies facilitate the students to gain better comprehension of the text that they have read through working together in small group. Here, all students are actively involved, and everyone has opportunity to contribute as group members to understand the text through Collaborative Strategy Reading (CSR). Meanwhile the role of the teacher as the facilitator in Collaborative Strategy Reading (CSR) activity is connecting each group, clarifying the clunk, and providing assistance during learning reading activity.

Based on explanation above, the researcher thinks that Collaborative Strategy Reading can be an alternative technique for students when doing reading comprehension in achieving their academic success later. To provide this, the researcher conducted a quasi-experimental research design to get the evidence whether Collaborative Strategy Reading can effect on students' reading comprehension of narrative text. Collaborative Strategy Reading is supposed to be an interesting alternative technique that will help the students to organize their ideas of a text, so that they can comprehend the text easily. Hence, this study focuses on students' reading comprehension achievement, especially in reading narrative text.

Finally, based on explanation above, the researcher is interested in conducting a research entitled **“The Effect of Using Collaborative Strategy Reading on Students' Reading Comprehension of Narrative Text at the Eight Grade of SMP N 1 Kampar Airtiris”**.

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B. Problem

1. Identification of the Problem

Based on the problems stated earlier, it is very clear that most of the eight grade students at Junior High School 1 Kampar Airtiris still get problems in comprehending narrative text they read. Those interrelated problems can be identified as follows:

- a. Why are some of the students not able to comprehend the content of narrative text?
- b. Why are some of students not able to identify the main idea of narrative text?
- c. Why are some of the students not interested in reading narrative text?
- d. Why are some of the students not able to identify the specific information of narrative text?
- e. Why are some of the students not able to express the meaning of narrative text?

2. Limitation of the Problem

Based on identification of the problems above, there are a lot of problems involving in this research. The researcher needs to limit the problems in order to make the researcher more focus in solving the problem. Thus, in this research, the researcher focuses on investigating students' reading comprehension of narrative text by using Collaborative Strategy Reading at the eight grade of Junior High School 1 Kampar Airtiris

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3. Formulation of the Problem

From the limitation of the problem above, the research is formulated in the following questions :

- a. How is the students' reading comprehension of narrative text taught by using Collaborative Strategy Reading at the eight grade of SMP N 1 Kampar Airtiris?
- b. How is the students' reading comprehension of narrative text taught without using Collaborative Strategy Reading at the eight grade of SMP N 1 Kampar Airtiris?
- c. Is there any significant effect on students' reading comprehension of narrative text taught by using Collaborative Strategy Reading at the eight grade of SMP N 1 Kampar Airtiris?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To know students' reading comprehension of narrative text taught by using Collaborative Strategy Reading at the eight grade of Junior High School 1 Kampar Airtiris
- b. To know students' reading comprehension of narrative text taught without using Collaborative Strategy Reading at the eight grade of Junior High School 1 Kampar Airtiris
- c. To know whether there is or not a significant of using Collaborative Strategy Reading on students' reading comprehension of narrative text at the eight grade of Junior High School 1 Kampar Airtiris

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2. Significance of the Research

- a. Hopefully, this research finding is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research
- b. These research findings are expected to be useful and valuable for both teacher of English and students of the eight grade at Junior High School 1 Kampar Airtiris to be consideration in their teaching and learning process in the future
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the field of teaching and learning English as a foreign language
- d. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories of language teaching

D. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research, namely :

1. The title of this research is relevant with the researcher's status as a student of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau
2. The researcher is very interested in carrying out this research in order to know the effect of using Collaborative Strategy Reading on students' reading comprehension of narrative text at the eight grade of Junior High School 1 Kampar Airtiris

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3. The location of the research facilitates the researcher for conducting the research

E. Definition of the Term.

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Jack Richard, 2010, p.190). So, the definition of effect in this research is defined as the effect of using Collaborative Strategy Reading on students' reading comprehension of narrative text at the eight grade of Junior High School 1 Kampar Airitiris

2. Collaborative Strategy Reading

According to Klingner and Vaughn (1991, p.1), a teaching technique combines reading comprehension strategy instruction with cooperative learning.

Collaborative Strategy Reading is a teaching technique designed to improve the students' reading comprehension, increase their vocabularies, and enhance cooperative skills. The technique combines two instructional approaches that teacher may implement, they are reading comprehension strategy instruction and cooperative learning.

3. Reading Comprehension

According to Snow (2002, p.1), reading comprehension is a process to get a precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating

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reader's background knowledge and interaction and involvement in written text.

In this research, this term means the comprehension of students to read narrative text, specially how to comprehend the content, identify the main idea and specific information, and express the meaning of narrative text.

4. Narrative Text

According to Aderson and Kathy (2003, p.1), the purpose of narrative is “ to present a view of the world that entertains or informs the reader or listeners.

Narrative text is an imaginative story to entertain people. It includes any type of writing that relates series of events and includes both fiction (novel, short stories, poems) and nonfiction (memoirs, biographies, new stories). Components of the narrative text are orientation, complication and resolution