

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Teaching is a learning process that needs to be adjusted based on the needs of the learners. It is imperative to determine first learner's difficulties and needs. Quoted from Hakan Aydođan (2014) (*The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey, Mediterranean Journal of Social Sciences MCSER Publishing, Rome-Italy*), there are two different types of English skills; macro and micro skills. The four macro skills are listening, speaking, reading and writing. On the other hand, micro skills are grammar, vocabulary, pronunciation and spelling. In order to be able to communicate effectively with people who speak English when learning English, learners must master four macro skills. By mastering those four skills, it will help learners become more competent in their speech, pronunciation, vocabulary, grammar and spelling.

According to Nunan (2003:68), reading is the most important skill to master in order to ensure success not only in learning English, but also in learning any content classes where reading in English is required. Referring to Nunan's, it can be concluded that reading is important within our life. Reading can help us succeed since we are able to understand everything and gain more knowledge through what we have read.

According to Nuttal (1996), the central ideas of reading are the transfer of meaning from mind to mind and the transfer of message from writer to the reader. Most of us think that reading is simple as a passive process that involves reading words in internalizing their meaning. However reading is a very complex process that requires a great deal of active participation on the part of the reader. Reading is a thinking process and the active process of understanding texts (Barr, Sadow, and Blachowicz 1990). Reading comprehension is described as the level of understanding a text. This understanding comes from the interaction between how the words written with how they make knowledge outside the text.

As reading is a complex process that requires great deal of participation of the readers, teaching reading is important here. Teaching reading is teaching the skill and not the content as like teaching other subjects such as grammar, pronunciation and spelling. This is because reading is a natural skill that anyone can learn but no one can teach in the way they teach the other subjects (Easkey, 1983). As teaching reading needs more effort than the others, teacher should be more creative in teaching reading to their students. They should have appropriate strategies or ways in teaching reading, so that it can improve the students' comprehension of reading text easily.

In general, three problems arise within the reading class. First, the students are always getting bored because the strategy applied by the teacher in teaching is not interesting enough. For example; the teachers only distribute the text and then ask the students to answer the questions in the text. This happens almost all the time everytime the teachers deal with reading. This is not a proper yet interesting

technique in delivering reading to the students. Second, it is unavoidable that most of the students are still having difficulties in comprehending the text. They are always having hard time in getting the topic, main idea, and supporting details that are in the text. In addition, they are lacking of vocabulary. Third, the students are confused with what they have to do towards their teachers' instructions during the teaching learning process because the teacher gives no clear yet understandable instructions. Based on the writer's observation and experiences, this mostly happens in schools especially for the high school students.

Related with the strategy in teaching reading, several strategies can be applied by the teachers when they teach. Those are SQ3R, Porpe, Scaffolding, DR-TA, and Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is believed that it can improve the students' understanding about how to comprehend the text well. The writer of this study uses Collaborative Strategic Research as it is one kind of Cooperative Learning Groups which has been proven to be a successful technique.

Collaborative Strategic Reading (CSR) is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. This strategy was developed by Janette K. Klingner and Sharon Vaughn (1996, 1998). Collaborative Strategic Reading offers reader strategy by which they can unpack a text's meaning through their prior knowledge, seeking the meaning of unfamiliar words or phrases, focusing on a main idea, and creating a summary that reviews the material. This strategy is implemented in small groups which usually consist of four or five students. It can help the students support each other because this

strategy needs relationship in a group. They support each other in applying a sequence of reading strategies as they read orally or silently from a shared selection of text. In CSR strategy, students are taught four comprehension strategies: preview (before reading), click and clunk (during reading), get the gist (during reading), and wrap up (after reading). The four strategies are designed to activate background knowledge and make predictions prior to reading (the preview strategy), monitor reading and enhance vocabulary development during reading (click and clunk strategy), identify main ideas while reading (get the gist strategy), and summarize key ideas following reading (wrap up strategy).

Based on the explanation above, the writer chooses Collaborative Strategic Reading because it is an effective procedure for students at all ages. Alfassi (1998) stated this strategy has been effective with a range of grade levels including elementary, junior, and senior high school students. According to School-Based Curriculum (KTSP) 2006 for Senior High School level, reading is one of language skills taught in English class for senior high Student. The general purpose of reading is to enable the student to comprehend various kinds of text types written in English. Dealing with this, reading materials given for senior high level include the text types, such as: narrative, descriptive, news item, recount, report, procedure, spoof, exposition, explanation and anecdote. In teaching process, teachers and students usually discuss about the social function, the text organization, and the language features of each text type to help students understanding the text. In line with the explanation above, this strategy is applied

to help the eleventh grade students of SMA Negeri 1 Puri Mojokerto to improve their reading comprehension.

The students understanding of the analytical exposition texts are quite low as their marks are below the standard. Based on a close discussion done with the teacher, it is found that most students still face difficulties in comprehending analytical exposition text. Analytical exposition text is one of text types that should be mastered by students. The social function of exposition text is to persuade or propose or suggest readers to agree the writer's opinion about something in the case. The text organization consists of thesis or issue, arguments, and reiteration or recommendation.

There have been several studies on implementation of Collaborative Strategic Reading (CSR) as a reading strategy. The studies which are closely related to the writer's study are Rizqa Itsni. N (2010) and Nohenriady (2011). The similarity between the writer's study and these two studies is about the application of Collaborative Strategic Reading (CSR) to improve reading ability. The first study which the writer found was conducted by Rizqa Itsni.N (2010). In her research, she wanted to know whether the application of Collaborative Strategic Reading (CSR) can improve reading ability in hortatory exposition text of SMA Negeri 13 Surabaya or not. However; the writer's study was conducted in SMA Negeri 1 Puri Mojokerto and the kind of the text used is analytical exposition. While the second research of implementation Collaborative Strategic Reading (CSR) was conducted by Nohenriady (2011) entitled "using Collaborative Strategic Reading (CSR) to improve the eighth graders' reading comprehension at

MTsN Sungai Pandan South Kalimantan.”His research purpose is to know whether the Collaborative Strategic Reading can improve the reading comprehension in narrative text of junior high students or not. The differences between the writer’s study and those two studies are the object and the kind of the text.

The writer observes how effective the implementation of Collaborative Strategic Reading (CSR) on the reading ability of the students of SMA Negeri 1 Puri in understanding analytical exposition text given. The purpose of this study is to know the effectiveness of the implementation of Collaborative Strategic Reading (CSR) as strategy on the reading ability of analytical exposition text in SMA Negeri 1 Puri.

## **1.2 Statement of the Problem**

In line with the title of this undergraduate study, the writer formulates research question as follows:

1. What is the result of the implementation of Collaborative Strategic Reading to the students of SMA Negeri 1 Puri Mojokerto in their reading skill?

## **1.3 Objective of the Study**

In accordance with the problems of the study, the objective of the study is as follow:

1. To identify the implementation of Collaborative Strategic Reading (CSR) as a strategy to improve reading ability in analytical exposition text at SMA Negeri 1 Puri Mojokerto.

#### **1.4 Significance of the Study**

The writer expects that this study can contribute knowledge related to the usage of various strategies in improving reading ability in analytical exposition text for the senior high students. It is suggested that through this study, teachers can apply collaborative strategic reading as one of many other alternatives that can be used in teaching reading.

On the other hand; the practical benefit for the students is through this research, it is expected that the students will be able to gain more interest in reading analytical exposition. Students are expected to be able to understand the contents in analytical exposition through collaborative strategic reading.

The last is for the other researchers, this study is expected to be significant as an additional reference in conducting a related research about Collaborative Strategic Reading (CSR) as a strategy to improve reading ability.

#### **1.5 Definition of Key Terms**

1. Collaborative Strategic Reading (CSR)

A multi-component strategy approach that teaches students to use comprehension strategies while working collaboratively with their peers in small groups. (J.K. Klingner, Sharon Vaughn, 1999)

## 2. Analytical expository text

An argumentative text that has social function to persuade or propose or suggest the readers to agree with the writer's opinion about something in the case.

(<http://www.englishdirection.com/2007/12/what-is-analytical-exposition.html>)