

I. INTRODUCTION

This chapter discusses introduction of the research which deals several points. i.e., background of the problem, identification of problems, limitation of the problems, formulation of the problems, objectives of the research, significances of the research, and scope of the research.

1.1 Background of the Problem

English, as an international language, is used in many fields all over the world. It is also a fact that English is widely needed by people, for example to transfer new modern science, technology, and information. Transferring new modern science, technology, and information can be done through reading process. Based on these facts the writer considers that reading is a very important skill to increase our knowledge and way of thinking. Regarding its importance, the government of Indonesia decided to put English as a compulsory subject because english is considered as the first foreign language.

There are four language skills to be mastered in learning English, i.e. listening, speaking, reading, and writing. Based on the reason that the students are expected to read information which are mostly written in English, reading dominates the teaching materials in almost English textbook.

In the guideline of School Based Curriculum, KTSP (Depdiknas, 2006:297), It is stated that there are several objectives of teaching reading for the first grade of Senior High School, They are:

1. The students are able to identify the main idea of the whole texts or in each paragraph of reading texts.
2. The students are able to identify the vocabularies of reading texts
3. The students are able to identify some specific information of reading texts.

According to the writer's experience when he did the field practice program, it was found that most of students could not achieve those mentioned objectives as they were supposed to be. This condition may be due to a number of factors such as lack of vocabulary, inappropriate use of media, ineffective strategy used by the teacher, and the minimum availability of learning facilities. Those factors are dependent on each other and affect the process of reading. Due to this condition, the researcher focused on one of those factors i.e., the strategy. As it was found that the teachers in the school do not teach reading comprehension using an appropriate strategy to help the students understand reading comprehension easier.

Based on KTSP, there are many kinds of English texts. In this research, the researcher will focus on narrative text because narrative text is one of reading text that is mostly used in the reading test. This is a simple text but many students in the first year of senior high school do not really comprehend this sort of text. They still have difficulty to find the main idea and specific information of narrative text.

As a matter of fact, reading can be taught through collaborative strategic reading. This Strategy was firstly introduced by Klingner & Vaughn (1999). Teacher can use this strategy to motivate students to understand and comprehend the text. In

this strategy, the students will be brought into an interesting situation and enjoyable situation so that the students will be easier to comprehend the meaning and find out the main idea of the text.

In the same line with collaborative strategic reading, self-questioning strategy also has been widely accepted as one of the strategy that can be applied to present materials in classroom. With this strategy, the students are supposed to be able to read a reading passage in the target language into the students' native language.

Considering the two strategies above that can be used for teaching reading, the writer want to see the difference by comparing *Collaborative strategic reading* and *Self-Questioning Strategy* for teaching reading.

1.2 Identification of the Problems

Based on the background above, the researcher identifies the problem on SMAN 8 Bandar Lampung as follows:

1. The students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the main idea, finding the details, answering to the questions based on the text and making inference from the text. As the results the students got difficulties in retelling or in transferring the information from the text.
2. The students are not aware of the appropriate technique of reading which are needed to be applied in various types of text they interact. The result is that they do not have ideas in their mind of their reading

3. The students' motivations in learning English are still low. So it is difficult to improve their English ability well.
4. The students have no good self confidence in learning English. So it is difficult for them to learn English well because they regard that English is difficult to be learnt well.
5. The teachers use inappropriate technique in teaching English. So it is difficult in helping students understand reading comprehension.

1.3 Limitation of the Problem

In line with the identification of the problems, the researcher realizes his capability in doing his research. Therefore, he will focus his study only on the students' difficulties in comprehending the reading text because of inappropriate strategy in reading.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problems as follows:

1. Is there any difference of reading comprehension achievement between the students who are taught through *Collaborative strategic reading* and those who are taught through *Self-questioning Strategy* at the first year of SMAN 8 Bandar Lampung?
2. Which strategy is more effective to help students improve their reading comprehension?

1.5 Objectives of the Research

In relation to the research problem above, the objectives of this research are:

1. to investigate whether there is any difference of reading comprehension achievement between the students who are taught through *Collaborative strategic reading* and those who are taught through *Self-Questioning Strategy* at the first year of SMAN 8 Bandar Lampung.
2. to determine which strategy that is more effective to help students improve their reading comprehension between the two techniques.

1.6 Significances of the Research

The results of this study are expected to be beneficial both theoretically and practically as follows:

1. Theoretically

The results of the research are expected to support previous theories dealing with *Collaborative Strategic Reading* and *Self-Questioning Strategy*.

2. Practically

The results of this research are expected to give information to the English teachers, especially of senior high school in order to select the most suitable technique in teaching reading comprehension.

1.7 Scope of the Research

This research was conducted to increase the students' reading comprehension of first grade of Senior High School students. The techniques applied in this

research were *collaborative strategic reading* in experimental class one and *self-questioning strategy* in experimental class two. The classes as the sample were selected using simple random sampling. The classes were selected randomly by using lottery, since the first year students in SMAN 8 Bandar Lampung was not stratified class. The researcher focused on narrative text. The materials are taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of students' reading comprehension, the researcher measured the score of a set of pre-test and post-test.

1.8 Definition of Terms

There are some terms used by the writer and to make it clear, the writer will give some definitions as follow:

1. *Reading Comprehension* is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning.
2. *Collaborative Strategic Reading* is a collaborative technique that teaches students to use comprehension strategies while working cooperatively including previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas.
3. *Self-questioning* is a set of steps that students follow to generate, think about, predict, investigate, and answer the questions that satisfy curiosity from what is being read to understand the text.

