

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 in order 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 skills of language 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.

III. RESEARCH METHODS

This part discusses the design of this research and how to collect the data from the samples. The writer encloses the data collecting technique and the procedures of this research. The writer also gives the scoring system and how the data will be analyzed.

3.1 Research Design

To conduct this research, the researcher used *Control Group Pretest Posttest Design*.

This design belonged to true experimental designs. True experimental designs have three basic characteristics: (1) a comparison group is present, (2) The sample are randomly selected and assigned to the groups, and (3) a pretest is administered to capture the initial differences between the groups (Hatch and Farhady 1982:22).

The researcher used this design because he wanted to give special treatment to the experimental class one using collaborative strategic reading in teaching reading comprehension. There were two classes of this experimental study; experimental class one which get treatment through collaborative strategic reading and another as a experimental class two which get treatment through self-questioning strategy.

The pretest was administered first before the treatment. It was intended to measure the students' basic ability of both in order to ensure their entry point.

