I. INTRODUCTION

This chapter discusses certain points: introduction dealing with background of the problems; identification of the problems; limitation of the problems; formulation of the problem; objectives of the research; uses of the research, scope of the research and definition of terms. This following is the elaboration of each section.

1.1   Background of the Problems

English as a subject matter in school covers the four basic language skills: speaking, listening, reading, and writing. In the recent curriculum, School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), reading is seen as an essentially active activity since one of the objectives of reading teaching-learning process for the first grade of Senior High School is ask the students to be able to construct and comprehend meaning of the text. Basically it is the same as comprehension of reading text. All students are expected to be able to understand the main idea of the text, factual information, stated and unstated information in the text as well as understanding the vocabulary in text.

Reading is the process of constructing meaning from written texts and reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. Most educators would agree that the major purpose of reading should be the construction of meaning comprehending and actively responding to what is read. Therefore, if a student says words in a passage without understanding their

meaning, one would hesitate to call that reading. A goal of every teacher in teaching reading skill should ensure that their students have the ability to comprehend what they have read. Possessing this skill will help them for understanding whatever texts or passages which have been read.

Many factors can affect student success in reading. In general, these factors can be identified, such as teacher, student, environment condition, subject matter, and technique that the teacher used in teaching reading. Based on the researcher's pre observation in first grade of SMAN 1 Tulang Bawang Tengah, Tulang Bawang Barat through observation and interviewing the English teacher of first grade, the researcher found that the students' reading comprehension achievement was still low. It could be stated that the students had difficulties in comprehending texts. Referring the fact, the researcher assumed that the most influential factor that affected problems in reading comprehension is the technique that the teacher used in teaching reading. The teaching technique that used mostly by the teacher is focused merely on translation. The use of that conventional technique made teaching reading activity as a passive and boring activity because students were not encouraged to be more active in thinking harder before, during and after reading. However, a good reading comprehension can be built in an active and communicative learning process.

Concerning with the reality above, teachers have been faced with the challenge of implementing new technique to address students with different needs. Conventional methods such as *textbook* teaching were not found to be effective for students as a whole. The English teacher, as a facilitator of learning, should try to solve the problem. If this problem is not solved, it will become an obstacle for students to master English, since from good reading comprehension student will get some knowledge from the text that they have read. Therefore,

teachers should find an effective way to increase reading comprehension of students. The teacher should use the effective technique to solve the problem that can active students' prior knowledge before and during reading and force them to be more active. The technique that will be used should also be able to help student to relate their existing knowledge, the information from the text and the context of the reading situation.

Referring the case the researcher was interested in finding out the implementation of Collaborative Strategic Reading (CSR) technique in increasing students' reading comprehension achievement. CSR is an instructional approach used to build reading comprehension and vocabulary by teaching students to work cooperatively. CSR teaches students to work collaboratively and learn different viewpoints of reading content from fellow students. By working together students of different reading abilities are given the opportunity to contribute to their group. The students may also strengthen their self-esteem through participation of the discussions. It is important for students to learn from one another. Studies have shown that social development is directly correlated with academic progress. As students work together, they are offered the benefit of understanding a topic on a level more suited to their aptitude of understanding. Students are assigned roles in CSR lessons that they must fulfill together. Role is an important aspect of CSR strategy because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Students are also encouraged to promote a more positive classroom environment as regular education students and special education students socially interact with one another. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Theoretically, CSR can build the students' interest and motivation before students read the whole text.

In this study, a further investigation of CSR implementation in reading teaching process was conducted to students in the first grade of SMAN 1 Tulang Bawang Tengah, Tulang Bawang Barat. By using CSR as an instructional technique in teaching reading comprehension, it was hoped that the students' reading comprehension achievement in teaching learning process would increase. Therefore, the title of this research is "The Implementation of Collaborative Strategic Reading Technique in Increasing Students' Reading Comprehension Achievement at the First Grade of SMAN 1 Tulang Bawang Tengah".

1.2 Identification of the Problems

In reference to the background of the problems previously presented, the problems can be formulated as follows:

1. The students' reading comprehension achievements are still low. It means that the students are still difficult in finding out the main ideas, finding the specific information, inference, reference, and vocabulary.

2. The teacher still applied the same old teaching strategy and had not tried other various strategies.

1.3 Limitation of the Problems

Based on the identification of the problems above, the researcher limited the problems only on the use of Collaborative Strategic Reading (CSR) as a solution to overcome the students' difficulties in comprehending English reading because the researcher assumed that the most influential factor that affected problems in reading comprehension is the technique that the teacher used in teaching reading. CSR is one of considered techniques which are applicable and useful in increasing reading comprehension achievement. CSR can be effective in

helping students in building their background knowledge, giving them chance to work together in collaborative groups and encouraging students to be active in learning process.

1.4   Formulation of the Problem

In line with the limitation of the problems described above, the formulation of the problem in general was:

Is there any significant increase of students' reading comprehension achievement after being taught through Collaborative Strategic Reading technique?

1.5   Objective of the Research

In relation to the formulation of the problem, the objective of this research was:

To find out whether there was a significant increase of students' reading comprehension achievement after being taught through Collaborative Strategic Reading technique.

1.6   Uses of the Research

The findings of the research are expected to be beneficial both theoretically and practically.

1.6.1 Theoretically,

The results of this research are expected to confirm and support the previous theory about teaching reading using Collaborative Strategic Reading (CSR).

1.6.2 Practically,

a.   The teachers: they may apply CSR as one of reading comprehension technique that can increase the students' reading comprehension achievement.

b. The students: the implementation of CSR may help students to increase their reading comprehension achievement by forcing them to activate their prior knowledge and work cooperatively.

c. The school: Hopefully, the results of the research can be used as the consideration policy related to the development of teaching reading English.

1.7 Scope of the Research

This research was focused on Collaborative Strategic Reading (CSR) technique that was used as a technique to help students increase their reading comprehension achievement. The researcher conducted this research in the first grade of SMAN 1 Tulang Bawang Tengah, Tulang Bawang Barat. The sample was selected using simple random sampling since the first grade students in SMAN 1 Tulang Bawang Tengah were not stratified class. Pretest-posttest items were employed to obtain the data that were analyzed to find out whether there was a significant increase of students' reading comprehension achievement after being given three times treatments. The researcher limited reading comprehension in this research only on the students' ability in finding out main idea, stated and unstated detail information, reference, inference and understanding vocabulary in the text. The researcher focused on news item text because this text was being learnt by the students and it was not allowed to use another text beside the material which was being taught when the researcher conducted this research. The materials are taken from English Book based on the School Based Curriculum (KTSP) of SMA and some articles in The Jakarta Post.

1.8 Definition of Terms

In this research, the writer used some definition of term as stated below:

1. *Reading* is the meaningful interpretation of printed or written symbol (Nuttal, 1982).

2. *Collaborative Strategic Reading (CSR)* is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. Student strategies include 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. (Klingner & Vaughn, 1998).

3. *News item* is a text which informs readers about events of the day. The events are considered newsworthy or important.