

I. INTRODUCTION

This chapter discusses introduction of the research used in this study, that is, background, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

Reading works as a means of communication between a writer and a reader. By using this skill, the readers try to understand what the idea or the information of a text that wanted to deliver by the writer. Mastering reading skill is also becomes a must for all of the students which are studying English as a foreign language.

In the classroom context of reading comprehension, the students take a role as a reader of the text. It means that they must able to comprehend the reading materials which are shown as the written texts. Furthermore, the students are also purposed to pass the final examinations which are related to reading comprehension achievement. In order to achieve those important goals, the teacher should be successful enough in making the students comprehend the text well.

When the researcher practiced to teach in SMPN 1 Sumberjaya, it was found that most of the students were failed to comprehend the reading text well. It caused they did not pass the standard quality of the school (KKM). The students' failure in passing the examination target is due to many factors; one of them is the strategic that is applied by the English teacher. The learning process of reading

continuously involved the conventional activity in which the students should read the written text individually and the teacher checked their fluency and pronunciation. It seems effective to gain a higher ability in reading a text in the accurate spelling; but it cannot reach the aspects of all the reading comprehension where the students should be able to find the main idea, making inference, making reference, and knowing the supporting details. Furthermore, that conventional technique absolutely made the teacher used the time more and could be stated as an inefficiency, because all the students need to read the text one by one.

It is good to find a better strategy that more interesting, not wasting the time, and turning into a high quality result. Students' collaboration is absolutely sure to become a solution of this problem. Learning through collaboration makes two or more students learn or attempt to learn something together. According to Romney (1996), collaborative learning (usually called cooperative learning) is a well-established group work method that provides a useful alternative to teacher-fronted classes. Its various techniques follow a certain number of set rules.

Through collaborating, the students are able to work with others includes actively participation in the learning process, having a brave in showing their ideas, evaluating one another's ideas, monitoring one another's work, and avoiding the wasting time. It's better than checking for each student's work which will consume much more time. Furthermore, the teachers also have a responsibility to find the best way of collaboration so that the students can work effectively. It is not the strategy that only several students work in a group but also all the students participate well in order to gain the same increase of reading comprehension for each group member.

As seen in many cases when the researcher did pre-research, the learning process in reading class sometimes done by working in group, most of groups depended on one to two students for discussing and finishing the task. Meanwhile, the other students had no role in finding the solution and they were like the employees who get a salary without working. That kind of collaboration will have two bad results. First, the students who never work in the discussion and only get a free score will have no increase in their reading competency; theirs is only a deceitful score without any proof when they are tested. Second, they will not familiarize their self in collaborating with others; they cannot be brave to share their mind and keep to be a passive student. Because of those facts, the collaborative learning process in the classroom should be revised so that it can increase all the groups' member reading comprehension.

One of the techniques in teaching reading which guides the students for being able to collaborate well with others is Collaborative Strategic Reading (CSR). Klingner and Vaughn (1996), said that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Student roles are the important aspect of CSR because cooperative learning seems to work best when group members have been assigned a meaningful task.

So, it can be considered that it is a good technique because the students are not only encouraged to work together in a well structured procedure but also maximize their involvement and responsibility with different roles and of course with different tasks. Therefore, considering the explanation above, the researcher tries to increase the students' reading comprehension by using Collaborative Strategic Reading.

1.2. Identification of the Problems

Based on the background discussed above, the researcher would like to identify the problems that may cause the problem under discussion as follows:

1. Some of the students tended to be a passive learner without participating actively.
2. The technique used by the teacher did not appropriate with the students.
3. Students did not feel enthusiastic with the teaching learning process especially in reading activity.
4. Students could not comprehend the reading text well.
5. Students did not pass the standard score of the school (KKM).

1.3. Formulation of the Research Questions

Dealing with the issues presented in the background, the research questions in this research are:

1. Is there any increase in students' reading comprehension achievement before and after being taught by using Collaborative Strategic Reading?
2. What aspect of reading is most affected after being taught by using Collaborative Strategic Reading?

1.4. Objectives of the Research

This study has these three following objectives:

1. To determine whether there is increase on students' reading comprehension achievement before and after being taught by using Collaborative Strategic Reading or not.

2. To investigate the most affected aspect of reading after being taught by using Collaborative Strategic Reading.

1.5. Uses of the Research

The uses of this research are as follows:

1. Theoretically

This research is intended to find out whether the result of the research is relevant or not with the previous theory about Collaborative Strategic Reading technique.

2. Practically

As information for all teachers and students on how Collaborative Strategic Reading influences to students' reading comprehension achievement in learning English.

1.6. Scope of the Research

This research focuses on how is the effect of Collaborative Strategic Reading (CSR) in increasing students' reading comprehension achievement. The researcher chooses recount text to be used in this research and conduct in second grade students of junior high school.

1.7. Definition of Terms

There are some terms used by the researcher and to make them clear and to avoid misunderstanding, they are clarified as follows:

1. **Collaborative Strategic Reading** refers to a procedure for teaching comprehension skills to students with varied ability levels in one classroom. The strategy is used to help the students improve their comprehension of text. These reading strategies are: (a) preview, (b) click and clunk, (c) get the gist, and (d) wrap up.
2. **Reading** refers to a process in which the reader makes sense of the written text in order to get information and knowledge from the text.
3. **Recount** refers to a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and it differentiates from narrative.

The introduction of the research, that is, background, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms are the foundation of the research. It means when the researcher conducted the research, it was done based on the aspects above.