

CHAPTER 1

INTRODUCTION

This chapter presents Background of the Study, Reason for Choosing the Topic, Limitation of the Study, Research Question, Objective of the Study, Hypothesis of the Study, Significance of the study, Definition of the Key terms, and Outline of the study.

1.1 Background of Study

In Indonesia, English which is regarded as a foreign language becomes one of important subjects taught at school. Thus, based on *Kurikulum Tiga Belas (KURTILAS)*, senior high school students are expected to be able to master four language skills; listening, speaking, reading, and writing. Especially for reading skill, the students are expected not only to read fluently, but also comprehend the text comprehensively. Moreover, “Educational researchers have found that there is a strong correlation between reading and academic success” (Soebottom, 1996). In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Based on the senior high school syllabus, there are several kinds of reading texts that should be mastered by the second year students, such as report, narrative, analytical exposition, spoof, and hortatory exposition. Analytical exposition text is a text that elaborates the writer’s idea about the phenomena surrounding.

Based on my observation and experience during my teaching practice, reading analytical exposition text is considered as a boring activity for the students

because they feel difficult to comprehend the text and to conclude the idea of the text by themselves. The students also face many unfamiliar words in the reading text because they do not have good background knowledge about the texts given by the teacher. As the test, students may lose their pleasure in reading and get low score in reading. In this case, the role of the teacher is very important to develop students' reading comprehension. As the students' facilitators, teachers need to select and to prepare good teaching materials to help the students gain maximum result of their reading class.

Nowadays, many teaching methods and techniques are offered to facilitate teachers in developing their students' ability in reading. One of those techniques known to improve students' reading ability is Collaborative Strategic Reading (CSR). According to Klinger and Vaughn (1998:32), CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. The 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. In other words, students are given the opportunity to contribute to their group by working together.

Regarding the explanation above, this study was intended to investigate the effectiveness of CSR technique in improving students' reading comprehension in analytical exposition texts (A Quasi Experimental Study on the Implementation of CSR at SMA N 3 Demak in the academic year of 2016/2017).

1.2 Reason for Choosing the Topic

Based on background above, the general objective of reading is to make students more competent in comprehending English texts. However, there are some difficulties faced by the students in improving their reading comprehension skill.

- Most of the students still have problems in finding factual information from a text (such as main ideas, supporting ideas, and concluding ideas). Besides that, the lack of vocabulary is also one of the problems that makes the students feel hard in comprehending the reading text. There are too many unfamiliar words in analytical exposition text because of the students do not have good background knowledge about the analytical exposition text given by the teacher.
- Sometimes the teacher uses an unappropriate teaching technique in teaching reading materials. Sometimes the teacher uses a monotonous teaching strategy that makes the students bored and it influences the students in comprehending the text.
- Thus the teachers need a certain teaching technique to get a useful way in learning process. The teachers have to develop their teaching technique to improve their students' comprehension. Based on the phenomenon above, the researcher intends to apply CSR in improving reading comprehension skills. CSR can be applied in analytical exposition texts. It involves several groups of students discussing a text and comprehending the text together in many strategies. This technique can be used to improve students' reading comprehension, increase their vocabulary, enhance cooperative skills, and enrich content-area learning.

1.2 Limitation of the Study

The study focuses on two things. The first concern deals with the application of the CSR for teaching and learning process in reading comprehension implemented to the second year students of SMA N 3 DEMAK. The second concern is related to improve students' reading comprehension in analytical exposition text as the evaluation of the strategy applied to the students in class.

1.3 Research Question

The research question investigated in this study is :

“Was CSR technique effective to improve the students' in reading comprehension in analytical exposition texts of the second year students of SMA N 3 DEMAK in the academic year of 2016/2017?”.

1.4 Objective of the Study

Regarding the formulation of the problem, the researcher would like to investigate if CSR was effective to improve the students reading comprehension in analytical exposition texts of the second year students' of SMA N 3 DEMAK in the academic year of 2016/2017.

1.5 Hypothesis of the Study

There are two kinds of hypotheses which can be estimated here, those are:

H1 : There is a significant difference between the mean scores of the students' taught using CSR and the students who taught by conventional technique.

Ho : There is no significant difference between the mean scores of the students' taught using CSR and students taught by conventional technique.

1.6 Significance of the Study

The main outcome from this study is expected to be useful, to the following:

a. Pedagogical Significance

This study is expected to motivate students to become more active and in class the teacher to be more creative to provide enjoyable teaching and learning process in the classroom. The outcome of this study is also expected to create a good communication between students and their peers or the most important is between the teacher and the students in teaching reading comprehension.

2. Practical Significance

The study is expected to be an alternative teaching technique for English teachers in teaching reading. By conducting this research, it was also expected to be useful in the teaching learning process of English, especially for :

a. The Students

The students are expected to be more motivated to improve their English especially in reading comprehension of analytical exposition text, because CSR provide them chance to be more active during the teaching and learning process.

b. The Teachers

This study can be another resource of teaching technique especially for English

teachers as one of the alternative strategies to improve their students' reading comprehension in analytical exposition texts. Further, by applying variation techniques in teaching they can improve their teaching skill professional.

c. The Future Researchers

This study may also be a reference for the next researchers who want to conduct further research related to reading comprehension by using CSR.

1.7 Definition of the Key Terms

To avoid ambiguity on the terminology used in this study, the researcher would like to clarify them

a. Collaborative Strategic Reading (CSR)

CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987) or student pairing.

b. Reading comprehension

Reading comprehension is a concept of reading as the applications of a set of isolated skills such as finding the main ideas, identifying cause and effect relationships, comparing, and constructing (National Reading Panel, 2000).

c. Analytical exposition text

Djuharia (2007:31) defines analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of a topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers

1.8 Outline of the Study

This proposal contains of three chapters.

Chapter I is introduction. This chapter includes eight parts, and they are Background of the Study, Reason for Choosing the Topic, Limitation of the Study, Research Question, Objective of the Study, Hypothesis of the Study, Significance of the Study, Definition of the Key terms, and Outline of the Study.

Chapter II deals with the Review of Related Literature which consists of Previous Studies and Related Theories.

Chapter III presents methodology of the research including the Research Design, the Subject of the Study, the Variables of the Study, the Instruments of the Study, Validity and Reliability, Data Collection Techniques, and Data Analysis.

Chapter IV present Descriptive of the School, Descriptive of the Subject, Instrument Validity and Reliability, Homogeneity, Experiment, T-Test, and Discussion of Research Finding.

Chapter V delas with Conclusions and Suggestion.

