

CHAPTER I

INTRODUCTION

In this chapter, the writer presents (1) background, (2) problem of the study, (3) objective of the study, (4) significances of the study, (5) hypotheses of the study, and (6) criteria for testing the hypothesis.

A. Background

Language is a means of communication. Primarily it is used as an instrument of communication among human being in a community. According to Brown (2000:5), language is used for communication. It operates in speech or written form in community that enables someone to communicate intelligibly with one another. In order people stimulate action and reaction through language. By using a language one can gain information, knowledge, and express one's feeling, thought and emotion. Therefore, Language can become a bridge to connect one another that live in different places and cultures all over the world.

English is an international language which has an important role in communication by people to interact with other people in the world. As an international language, English is used to conduct communication in many countries. It is because English takes an economically powerful one to maintain and expand it with economic developments beginning to operate on a global scale, supported by the new communication technologies – telegraph, telephone, radio – and fostering the emergence of massive multinational organizations (Crystal,

2003:10). In line with this, almost field of life in the world, such as education system, politic, sport, science, diplomacy, banking, computing, business and technology use English. Therefore, one of the languages that have an important function in international communication is English. Consequently, many people tend to master English to compete in globalization.

English is regarded as a foreign language in Indonesia. It is taught in schools because it is the most dominant foreign language and also the first foreign language. In addition, English plays as one of subject included in the national examination. Crystal (2003:5) stated that English is now the language most widely taught as a foreign language. It is emerging as the chief foreign language to be encountered in schools. Moreover, English has a special position because it is a foreign language that is used as an international communication around the world. Therefore, by learning English, the students of Indonesia are hoped to be able to communicate in English.

English covers the four language skills, namely; reading, listening, speaking, and writing. According to Harmer (2007:265), the four English language skills are divided into “*productive*” and “*receptive*” skills. The productive skills (speaking and writing) are known as active skill which the learners need to produce the language by their own. Meanwhile, the receptive skills (reading and listening) are the ways how learners acquire the meaning from the text or discourse. In teaching English, the teachers should develop these four language skills in order that his or her students could apply the skills to communicate or convey their thoughts, feelings and opinions in English well.

In learning the four English language skills, reading is one of the ways to communicate in written form. It is line with what Pang, et. al. (2003:6) state, “reading is about understanding written text”. In other word, reading activity is peoples’ activity to read a text, there is an interaction between the reader and the text when people read that text. Reading implies both a writer and a reader, a writer puts his or her ideas and minds onto the written text and the reader tries to understand the author’s meaning and thinks about what is being read. By reading someone can get much information from printed text or electronic text which is very useful for daily life such as reading newspaper, magazine, book, instruction, advertisement etc. Therefore, as a part of language skills, it can be assumed that reading plays an important role for the success of language learning.

In addition, comprehending a reading text is not an easy activity. Reading is a process of assigning the meaning to get the information by comprehending the written text. The RAND Reading Study Group (2002:11) defines that “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means that a reader have to try to interact with the text for making meaning from term or concept that exists beyond the text which is called as the extraction part of the process of constructing meaning. To construct meaning, the readers must monitor their understanding and apply strategic effort. Therefore, reading can not be separated from the comprehension.

In his preliminary study, the writer found that many students learn English more than six years, but they can not understand and comprehend English reading

accurately and efficiently. Hence, the students' problems in reading comprehension covered some indicators such as the students had difficulty in identifying main idea and communicative purpose of the texts, the students had difficulty to find out information both explicit and implicit from the text, and most of the students had problems in identifying meaning of words within the text and determining reference. Besides, the causes for the students' reading comprehension also came from the teaching technique used by the teacher was monotonous and less appropriate, it is likely the teacher always used "lecturing" technique to deliver knowledge to the students. In guiding to comprehend the text, the teacher directly translated the content of the text. After that, the teacher asked the students to do the exercises in the worksheet, which this conventional technique always used by the teacher in teaching reading comprehension.

In solving the problems faced by the students in reading comprehension. The writer offered Collaborative Strategic Reading (CSR) technique as one of technique that can be applied by the teachers in teaching reading comprehension. According to Klingner and Vaughn (1996) as cited in Hitchcock, et. al (2011:6), "Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text". In theory, such knowledge should help students recognize whether they understand the information they read and take corrective steps when they do not. In addition, Haeroh (2012:ix) stated that "Collaborative Strategic Reading (CSR) is a technique of teaching reading comprehension which combines reading

comprehension strategy and also working together cooperatively”. When applying CSR, the teacher initially presents and models the strategies to the entire class. As students become more proficient, they form cooperative learning groups of four to six students (with varying reading abilities) that work together to apply the reading comprehension strategies. Therefore, the writer is interested in doing research study entitled *“Teaching Reading Comprehension by Using Collaborative Strategic Reading (CSR) Technique at SMP Negeri 07 Prabumulih”*.

B. Problem of the Study

The problem of this study was formulated in the research question as follows; “Is there means significant difference on students’ reading comprehension achievement average score taught using Collaborative Strategic Reading (CSR) technique at SMP Negeri 07 Prabumulih and who were not?”

C. Objective of the Study

The objective of this study is to find out whether or not there is means significant difference on students’ reading comprehension achievement average score taught using Collaborative Strategic Reading (CSR) technique at SMP Negeri 07 Prabumulih and who were not.

D. Significances of the Study

The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

1. For the teachers of English

The writer hopes that the teachers of English can choose the appropriate technique in teaching reading comprehension. Through this study, it can be used as a consideration by the teachers to increase the teachers' awareness in developing and applying suitable technique in teaching reading comprehension.

2. For the students

Hopefully the result of this research will make the students realize that reading is an important thing in learning a language. It can also encourage them to be active in learning by which they will be able to improve their reading comprehension.

3. For other researchers

The writer expects that the result of this study can be used as a reference and as a starting point by other researcher in developing further research about Collaborative Strategic Reading (CSR) technique.

4. For the writer

The writer hopes that this study is able to show the advantage of using Collaborative Strategic Reading (CSR) technique in teaching reading comprehension and it can enlarge his knowledge in doing the research.

E. Hypotheses of the Study

According to Creswell (2012:111), "hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics". Therefore, there are two hypothesis stated in this study. They are; the null

hypothesis (H_0) and the alternative hypothesis (H_a). Kothari (2004:186) stated that “alternative hypothesis (H_a) is usually the one which one wishes to prove and the null hypothesis (H_0) is the one which one wishes to disprove”. Thus, if we accept H_0 , then we are rejecting H_a and if we reject H_0 , then we are accepting H_a .

The null hypothesis (H_0):

H_0 : There is no means significant difference on students’ reading comprehension achievement average score taught using Collaborative Strategic Reading (CSR) technique at SMP Negeri 07 Prabumulih and who were not.

The alternative hypothesis (H_a):

H_a : There is a means significant difference on students’ reading comprehension achievement average score taught using Collaborative Strategic Reading (CSR) technique at SMP Negeri 07 Prabumulih and who were not.

F. Criteria for Testing Hypothesis

In this study, the criteria for testing hypotheses were stimulated as follow:

1. If the p-output (Sig.2-tailed) is lower than .05, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
2. By contrast, if the p-output (Sig.2-tailed) is higher than .05, so the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.