

CHAPTER I

INTRODUCTION

This chapter concerns the background to the study, identification of the problems, limitation of the problems, formulation of the problem, objectives of the study, and significance of the study. Each of these is presented below.

A. Background to the Study

Reading as one of the four language skills (i.e. speaking, listening, reading and writing) is important for senior high school students. It becomes important since it should be mastered by senior high school students in order to reach the aims of teaching reading in the recent curriculum namely School-Based Curriculum or *KTSP*. In this curriculum, the students are expected to understand the meaning of interpersonal and transactional written texts in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life contexts and to access knowledge. Besides, students are expected to be able to respond to meaning of short functional text accurately (i.e. announcements, advertisements, invitations, etc). Responding to the aims, most of the final exam material deals with texts. Due to this condition, reading becomes important and students are expected to have good understanding of the texts. To have good understanding of the texts, the students need reading comprehension skills. In order to have good comprehension skills, the students also need to have an ability to access integrated background knowledge with meaning constructions as it is explored by Baddeley (2000),

Ericsson and Kintsch (1995), Verhoeven and Perfetti (2008), and Zwann and Radvansky (1988) that successful comprehension and retention depend on the ability to reliably access and integrate background knowledge, and the ability to generate, maintain and update iterative forms of meaning constructions.

In practice, according to the preliminary observation conducted on July 2013 in class X.5 of SMA N 6 Yogyakarta, it was found that the students had low ability in reading comprehension. It was reflected by some cases such as incapability in grasping the information from the text, finding the main idea, and getting meanings of difficult words. These problems were caused by some factors deriving from the students and the teacher. First, the factors that came from the students' behavior, for example, talking to friends, texting, and browsing the internet, affected their learning process. When the teacher asked them questions related to the text they could not answer. This problem arose because they had less motivation and interest in the process of teaching and learning. In addition, based on the students' and my point of view, there was another factor that caused students' low motivation and interest in the process of teaching and learning, i.e. the method used by the teacher. The teacher gave a monotonous teaching method so that the students felt bored and reluctant to get involved in the process of teaching and learning. When the students felt bored and had less attention to the teaching and learning process they would have less willingness to explore their ideas to achieve a good reading comprehension.

In addition, based on students' point of view, reading was important only to get good result on the national examination. Consequently, students just followed

English classes to pass the final exam of Semester 1 and Semester 2 without any willingness to explore their comprehension skills in the daily activity of the process of teaching and learning. Indeed, the students had low motivation on reading. Most of them could not grasp the information from the texts even finding main ideas. These common problems were influenced by the lack of vocabulary and the inappropriate teaching technique. The inappropriate classroom teaching technique done by the teacher diminished students' enthusiasm about the texts. Students with low motivation had limited vocabulary. They could not comprehend the whole texts so that they felt bored with reading and sometimes they gave up when they were asked to get the information in the texts. As a result, the students turned into less active readers and at the end they become less competent in reading skill.

Based on the situation above, it requires the use of strategies such as applying an appropriate technique in teaching reading. One of the appropriate techniques that can be applied in the process of reading teaching and learning is Collaborative Strategic Reading, abbreviated as CSR. In CSR, the students will be accustomed to collaborative peer practice and their reading skill will be gained from the collaborative peer practice (Spielberger, 2002: 17). In CSR, all the students are actively involved and everyone has the opportunity to contribute as a group member to learn from and understand the text (Klingner, Vaughn, Boardman, 2007: 139). Through this activity, students are given a chance to talk much with their friends by discussing the topic given from the teacher in a group work so that it can minimize in-class activity during teaching and learning process.

Considering the problems above and the strength of applying CSR as a technique in improving reading comprehension ability, the researcher developed an observation into a scientific research under the title of *Improving The Reading Comprehension Ability of the Tenth Grade Students of SMA N 6 Yogyakarta in the Academic Year of 2013/2014 Using Collaborative Strategic Reading*.

B. Identification of the Problem

To identify the problems occurred in the teaching and learning process of reading, the researcher has conducted an observation in July 2013 in class of X.5 of SMA N 6 Yogyakarta. Based on the observation, there were found some factors influencing the reading comprehension ability of the tenth grade students of SMAN 6 Yogyakarta. They were the students' vocabulary mastery, the learning materials, the students' interest, the students' motivation, and the teaching technique used in the classroom. Each problem was connected to other problems. Based on the observation, it was found that the problem that caused other problems was the teaching technique used in the classroom.

The conventional teaching technique did not train the students in the teaching and learning process of reading. It did not engage all the students to the activity. A group work was not conducted. The students were mostly demanded to read the text aloud from the only text book, then, they were called randomly to answer the questions by writing them on the whiteboard. This activity made the other students (who were not called) belittle the text and did other activities. Meanwhile, the teacher just warned the students to keep silent and pay attention to their friends who wrote the answer on the whiteboard in front of the class while thinking about

the answers of the questions based on the text. After the students answered all the questions on the whiteboard, the teacher discussed them all with the class. The teacher read the sentences aloud and asked the students about their meaning. When nobody answered, he translated the sentences into Bahasa Indonesia. This teaching technique seemed monotonous and did not boost students' motivation to learn, thus, they were reluctant to participate in the teaching and learning process.

This ineffective teaching technique caused class behaviors. During the teaching and learning process, most of the students talked to their friends, played their cell phone and some of them browsed the internet. They pretended that they understood the text, but when the teacher asked them with the questions related to the text, they seemed so serious to look at the text just like thinking about the answer. They were just silent and gave no responses to the teacher's questions. Only some students who did the exercise on the whiteboard that could answer the teacher's questions while the others were just silent. This ineffective teaching technique which de-motivated and disengaged the students in the teaching and learning process of reading caused low comprehension.

C. Limitation of the Problem

Based on the identification of the problems stated previously, there are some problems that can be found during the teaching and learning process. This research is focused on improving reading comprehension through the use of Collaborative Strategic Reading (CSR). The collaborator and the researcher limit the study on the technique considering the reason that the technique can be a crucial case in teaching reading comprehension.

D. Formulation of the Problem

In line with the identification and the limitation of the problems, the formulation of the problem of this research study is: “*How can reading comprehension ability be improved through the use of CSR?*”

E. Objective of the Study

In line with the problem formulated above, the objective of this research study is to improve the reading comprehension ability by using CSR.

F. Significance of the Study

The findings of this study are expected to give some contributions to some parties both theoretically and practically as follows.

1. Theoretical significance

The findings of this study will give information for others about the result of the students’ reading comprehension ability taught by CSR and can be a reference for other researchers who want to conduct research on the same subject.

2. Practical significance

For the teachers, the findings of this study will be a valuable input in choosing an appropriate technique in teaching reading. For the students, the findings will help them to improve their reading comprehension.