

CHAPTER 1

INTRODUCTION

This chapter discusses about background of the research, problem of the research, the objective of the research, benefits of research, and research hypothesis.

A. Background of the Research

Reading skills are an integral part of the learning process for students, especially in English subjects. In accordance with Depdiknas in Sawitri (2021, p.23) which states that English has a very important influence on students both as a means of communication with foreign speakers also has a very important role to support students in studying other fields of study. Therefore the curriculum being developed now aims to be able to prepare students to have competencies that are able to reflect on their own experiences and the experiences of others, express ideas, and other people's cultures.

Reading comprehension is a process of understanding the content of reading, for this reason a solution is needed as a way out that can at least reduce students' difficulties in reading various kinds of English textbooks. From the definitions above, it can be concluded that reading is a process of obtaining meaning from written symbols. Through the process of reading, students can broaden their knowledge and have a major influence on their speaking, listening and writing skills. Every school in Indonesia has different types of students. Not only that their characteristics are different, but also their ability to understand the lesson.

That makes the class categorized as a mixed class. Mixed ability classes are all about different abilities.

Some of the factors that lead to reading difficulties experienced by these students are one of them because learning is only centered on the teacher. So that in class students only listen to explanations from the teacher and tend to be more passive in using vocabulary. In accordance with Yusri (2018, p.39) which explains that one of the causes of reading difficulties is the lack of vocabulary use by students. This happens due to limited textbooks, dictionaries and light reading sources in English, lack of awareness and motivation in students to memorize vocabulary that has been acquired in class, and lack of regular and continuous use of vocabulary and using it in daily practice.

The aim of learning English in SMP/MTs is so that students are able to use English functionally, performatively, and epistemically. The learning objectives can be achieved through reading, which means that the reader understands the contents of the reading itself. This is in accordance with Karmiani (2018, p.883) which states that the role of reading is important for the development of science. Many readers do not understand the meaning or information contained in the text they read. This difficulty also occurs in students at school, one of which is in English lessons. In fact, there are still many students who have difficulty understanding an English passage even though at school they have repeatedly received reading comprehension lessons.

The reading ability of students at SMP Negeri 23 OKU seen from the results of learning English in the odd semester of the 2022-2023 school year for class VIII of the four competencies of listening, speaking, reading, and writing shows the ability to read comprehension very weak. Students' motivation to practice their reading skills, especially reading English texts, was not seen well. This is in accordance with Ruddle in Karmiani (2018, p.2) Reading is a process of interaction between writers and readers through written texts that are able to broaden the reader's knowledge to interpret writing into the correct meaning. In teaching English in SMP/MTs, there are two stages of reading included in the curriculum. The first is learning to decode symbols contained in reading aloud activities, while the second is learning to construct meaning embodied in reading comprehension.

Based on pre-observations when researchers carried out the educational field experience program (PPLK) at SMP Negeri 23OKU. For each class there are differences in students abilities. Students interest in reading English texts was still very low, students were less active in learning activities, especially in learning materials that require students to read, when observers teaching material related to reading teaching and learning activities are mostly more focused on teachers, students only listen to explanations from and when given an evaluation of student reading material many did not reach the KKM. In this study the researchers use recount text material, according Saragih in Ervian (2014, p.57) recount text is a type of text in English that tells about a story, action or activity. Usually, recount text tells about someone's experience.

According Mark Anderson in Nisa (2022, p.20) the purpose of recount text is to entertain the reader. In addition, this text also aims to provide information to the reader. The characteristics of recount text are using sentences in the form of past tense, using action verbs such as spent, went, brought, walked, using adverbs and adverbs to describe time, place and manner, focusing on certain objects, examples of biographies of world figures, using conjunctions and time connectives to explain sequences incident. Types of recount text (1) personal recount that tells about the personal experience of the writer (2) imaginative that is presenting an imaginative story and then pouring it into the story as events that have happened (3) factual recount reports of events that really happened, such as reports on scientific experiments, police report. (4) history recount, telling about history, both places and historical objects. The difficulties faced by students are that students still have difficulty in using past tenses such as simple past tense, past continuous tense, and past perfect tenses, students do not know verbs such as verb 1, verb 2, and verb 3, students do not understand constructing sentences in English and students have difficulty understanding a text.

One of the efforts to overcome students' difficulties in reading comprehension of English is to increase students' interest in reading through the use of innovative learning strategies. According to Rofi (2019, p.3) reading corners are very helpful in growing students' interest in reading in the classroom, the role of reading corners in fostering students' interest in reading is, as a facilitator for reading places, as the closest reading material, comfortable reading places and interesting reading places, so that some its role is to help foster students' interest in reading at

school and is assisted by the use of appropriate strategies to improve students' reading comprehension abilities.

One of the appropriate learning strategies is Collaborative Strategic Reading which is a type of comprehension strategy instruction designed to improve students' strategic reading skills through small group discussions. It is in accordance with Tomlinson in Mawarni (2016, p.3) Collaborative Strategic Reading (CSR) is designed for students to be taught to activate their reading comprehension skills. Designed to find out their understanding of the reading process and their knowledge of Thinking Aloud The teacher asks students to explore their ideas before, during and after reading, Collaborative Strategic Reading Students work in collaborative groups to derive meaning and conceptual ideas from texts. The purpose of Collaborative Strategic Reading (CSR) is to improve reading comprehension and improve students' understanding. Observation of Collaborative Strategic Reading (CSR) was discovered and developed by Klingner & Vaughn in the learning process Klingner in Mawarni (2016, p.3). So, students are expected to be able to construct knowledge about texts through interactions with members in their groups.

Based on the background above, the researcher is interested in conducting a research where the average score for learning English is the lowest in reading . So this research is entitled " The Effectiveness of Collaborative Strategic Reading to Improve Reading Comprehension of Eighth Grade Students at SMP Negeri 23 OKU".

B. Problem of the Research

1. Limitation of the Research

Kinds of text in English such as, recount, descriptive, explanation, narrative, report, news item, procedure and exposition text. The limitation of this study is the researcher only use recount text to find out is it effective or not to use collaborative strategic reading to improve reading comprehension of eighth grade students at SMP Negeri 23 OKU

2. Formulation of the Research

Based on the limitations of the problem, the formulation of the problem in this research is “Is it Effective of Use Collaborative Strategic Reading to Improve Reading Comprehension of Eighth Grade Students at SMP Negeri 23 OKU ?

C. Objectives of the Research

The purpose of this research was to find out the effectiveness of collaborative strategic reading to improve reading comprehension of eighth grade students at SMP Negeri 23 OKU.

D. Benefits Of Research

Researchers hope that this research can provide benefits both theoretically and practically, namely:

1. Theoretically

The results of this study are expected to be able to find out the effectiveness of collaborative strategies reading to improve reading comprehension of eighth grade students at SMP Negeri 23 OKU.

2. Practically

2.1 For Students

Students can improve their reading; their motivation in learning, and enjoy learning English.

2.2 For Teachers

Teachers will know about new strategies that can be used in teaching reading competence. Teachers can also combine this strategy with others to find alternative ways of teaching.

2.3 For School

This study will be useful to increase the quality of school because of having students with a good achievement and competent English teacher that use effective teaching method to improve the students' English achievement especially in reading comprehension.

2.4 For Researcher

This research will enhance research knowledge in teaching reading and provide valuable experience in conducting educational research.

E. Research Hypothesis

A hypothesis is a temporary answer whose position is very important in a study. According to Sugiyono (2017, p. 224) argues that the hypothesis can be interpreted as a temporary answer to the research problem formulation. The truth of the hypothesis must be proven through the data collected.

The type of hypothesis in this study is the alternative hypothesis or work (H_a) and the NoL hypothesis (H_0). While the form of the hypothesis in this study is a form of comparative hypothesis which means testing population parameters in the form of comparisons through sample size which is also in the form of comparisons. The hypothesis of this research is:

H_a : It is Effective using Collaborative Strategic Reading for Eighth Grade Students of SMP Negeri 23 OKU

H_0 : It is not Effective using Collaborative Strategic Reading for Eighth Grade Students of SMP Negeri 23 OKU

The purpose of the hypothesis testing criteria is to accept and reject the null hypothesis. decision making is done by looking at the significance value in the coefficient table. Usually the basis for testing the results of the regression is carried out with a 95% confidence level or with a 5% significance level ($\alpha = 0.05$).
criteria for statistical tests

1. If the significance value > 0.05 then H_0 is accepted and H_a is rejected. this means that there is no effective between the independent variables on the dependent variable.
2. If the significance value < 0.05 then H_0 is rejected and H_a is accepted. this means that there is effective between the independent variables on the dependent variable.