CHAPTER I
INTRODUCTION

This chapter provides several explanations of the research introduction. It contains a background of the study, research questions, research objectives, research significance, research framework, hypothesis, and previous study.

A. Background of Study

The objective of reading is understanding. Comprehension is the reader's ability to connect their prior knowledge and understanding of the material. In English classes, teaching reading comprehension is beneficial. This statement is supported by Saskatchewan (2004), A competent teacher will clarify the purpose of and method for employing various comprehension techniques and show students how and when to apply them. Stated by Kemendikbud (2014), EFL students in high school should be able to understand the meaning of various text types, including recount, descriptive, and narrative, in both written and oral forms, and should be familiar with various aspects of these texts types, including their grammatical features and generic structures.

There are many ways for English teachers to teach reading. Some of the strategies are made and used by using real materials and methods, reading aloud in class, student assessment with comprehension questions, trying to check the difficulty level of the text, and using pre-reading activities to prepare students for reading. this statement is supported by Setiyadi (2006).

This study is examined reading comprehension based on interviews that have been conducted with English teachers at MAN 1 MAJALENGKA. The English teacher said that the problems faced by students in studying descriptive texts were that students did not understand what the writer meant and did not understand the reading text because many students found a new vocabulary that they did not understand before. With this problem, students ask each other with other friends, learning becomes ineffective because students who already understand the text do not want to tell other students who do not understand because

they feel that they are all competing to get the highest score. According to Aswan (2010), the teacher needs to implement a strategy in order to maintain a balance between the method that the teacher uses and the way that the teacher applies the subject to the classroom setting.

One solution to overcome this problem is to use Collaborative Strategic Reading (CSR) As a teaching method Collaborative Strategic Reading (CSR) is an effective method of instruction for fostering students' reading comprehension, vocabulary growth, and group work, as stated by Klingner and Vaughn (1998:32). The teaching method known as Collaborative Strategic Reading, or CSR, instructs students on how to work collaboratively while applying reading comprehension skills. While working in small groups of five students each, students with varying levels of academic achievement apply comprehension skills to subject area reading assignments. Syamsuriadi (2010), states that improving studens' reading skills requires figuring out how to teach them effectively. The researcher's goal here is to implement a method of reading instruction called Collaborative Strategic Reading. In addition, Grabe (2002) suggests that a potential approach to combined-strategies education that draws on both reciprocal and cooperative learning is called Collaborative Strategy Reading.

The tactics (preview, click and clunk, get the gist, and wrap up) are initially presented to the entire class by the teacher. CSR was developed with the intention of improving the students' reading comprehension and increasing the amount of conceptual learning in a way that would optimize their involvement in the learning process. According to Klingner and Vaughn (1998), CSR has also resulted in a positive impact on students who have achieved medium or high levels of academic success. From this opinion, it can be concluded that this strategy can be a solution to dealing with these problems. The researcher is interested in knowing about Collaborative Strategic Reading in teaching descriptive text to improve students' reading comprehension.

Several related studies have been carried out in recent years. First, Abd Syakur (2021) focuses on investigating the use of collaborative strategic reading to improve students' reading comprehension in junior high schools that location in Malang, East Java. Second, Purnawan Leo (2020) research investigated the use of collaborative strategic reading that focuses on determining ideas and concluding text. Third, Babapour, Ahour (2018) the study has investigated the effect of two types of reading interventions that focused on collaborative strategic reading (CSR) and shadow reading (SHR) on EFL learners' reading comprehension. According to the research above, there is no research that only focuses on collaborative strategic reading to teach descriptive text in senior high school. Some Previous studies focused on investigating the effects of using Collaborative Strategic Reading (CSR) and adding other strategies to improve students' reading comprehension. Meanwhile, The researcher investigates further the use of collaborative strategic reading by EFL teachers to provide a good understanding of teaching descriptive text

This study focuses on investigating the use of collaborative strategic reading (CSR) in the eleventh grade of senior high school in Majalengka which focuses the descriptive text to improve students' reading comprehension.

B. Research Questions

In relation to the issue that was discussed in the introduction, the following are some research questions:

1. What are the students' reading comprehension before using collaborative strategic reading?
2. What are the students' reading comprehension after using collaborative strategic reading?
3. What is a significant difference between students' reading comprehension before using collaborative strategic reading and after using collaborative strategic reading?

C. Research Objectives

In relation to the issue that was discussed earlier, there are two goals to be accomplished by research:

1. To find out the students' reading comprehension before using collaborative strategic reading

2. To find out the students' reading comprehension after using collaborative strategic reading

3. To find out the significance of students' reading comprehension before using collaborative strategic reading and after using collaborative strategic reading

D. Research Significance

The results of this research are anticipated to have both theoretical and practical significance. Theoretically, this research will be valuable for the subsequent research, which will employ Collaborative Strategic Reading. Also, the findings of this study will be used to determine other methods by which senior high school students may be taught to teach descriptive text. In a practical sense, this research can help students improve their reading comprehension by utilizing Collaborative Strategic Reading (CSR), and the researcher anticipates that this study will serve as a guide for teachers to comprehend how CSR is utilized to teach reading comprehension, particularly descriptive text.

E. Research Scope

This research focuses on applying Collaborative Strategic Reading (CSR) technique in comprehending Descriptive text. It aims to improve students' reading comprehension. The experimental design will be used in this research with the population of this research being 30 students from one class of the eleventh grade of MAN 1 Majalengka location in Majalengka.

F. Conceptual Framework

To construct an understanding of what has been read, reading comprehension is a crucial first step. According to Hornby (1998), reading comprehension goes beyond simply being able to decode individual words, phrases, and paragraphs in order to grasp the overarching topics and ideas at issue. Reading comprehension may be summed up as the process of interpreting written language in order to grasp reading material in order to get some knowledge from the reading text.

Clarke (2013) states that English language learners most usually succeed to get the ability to read, depending on some extent how the teacher's strategies are able to teach reading to their students. The teaching strategy has to be prepared by the teachers so that the teaching presented can achieve the specified learning objectives. Teaching strategies are methods and techniques that a teacher will use to promote students through the learning process, especially in reading comprehension. In this context, "strategy" refers to the actionable steps taken to reach a goal. Both students and teachers alike can improve the efficacy of their lessons by engaging in strategic planning.

Collaborative Strategic Reading(CSR) is intended for students who have a very limited ability of comprehending English content when they read it. In English schools, this method is utilized to increase learning of subject, the acquisition of language, and understanding of reading (Klingner et al., 1998). Collaborative strategic reading is another technique that encourages students to work together in groups of five. Based on Wu, J. Y., and Peng, Y. C. (2017), the group would follow the steps in Collaborative strategic reading are Preview, Click and Clunk, Get the Gist and Wrap up. There are several steps in CSR. First, Preview is the first step in CSR. Preview is a strategy used to build students' prior knowledge so that students can predict the text they will read, and to build interest in reading. Students should be introduced to previews so that students can think about what they have read in the text. The preview consists of two activities, namely brainstorming and making predictions. In brainstorming activities, students explore and provide information

related to what they have previously received, such as from television or reading books. In the activity of making predictions, they find clues from the title and content of the reading. Second, Click and Clunk According to Boardman (2011), is a strategy that teaches students to check how well they understand what they are reading and to look at the context of the sentence before difficult words comprehended. Third, according to Standish, understand the gist (2005) The process of reading a text in order to "get the gist," which is also referred to as a method for locating the text's main idea, is an exercise. The teachers invite the students to assess the English text, and the students attempt to determine the text's conclusion. The End of the Road as Seen by Khonamri (2015) This method allows students to produce questions and suggestions to summarize the primary topic of the material they have just read.

G. Hypothesis

As defined by Cresswell (2012), a hypothesis is a statement made by a researcher in quantitative research that predicts the result of a study investigating the relationship between variables. With regards to this study. There are two categories of variables: independent (X) and dependent (Y). Joint strategic reading (CSR) method is the independent variable (X). Then the dependent variable (Y) is descriptive text in reading comprehension.

There are two forms of hypothesis in this research based on the research question and objectives:

$H_0 : \mu1 = \mu2$: The use of Collaborative Strategic Reading can't improve students' reading comprehension.

$H_a : \mu1 \neq \mu2$: The use of Collaborative Strategic Reading can improve students' reading comprehension.

Null Hypothesis: There are no significant differences in students' reading comprehension if the Collaborative Reading Strategic (H_0) is rejected.

Alternative Hypothesis: There are significant differences in students' reading comprehension if the Collaborative Strategic Reading (H_a) is accepted.

H. Previous Study

The research has three previous studies that have been carried out in recent years. The first research was conducted by Abd Syakur (2021). He investigates the use of collaborative strategic reading to improve students' reading comprehension in Junior High School. The researcher used CAR as a research design. This research used observation sheets, field notes, Interview guides, and tests as the research instruments to collect the data. The result of the study showed that the implementation of collaborative strategic reading improved students' reading comprehension. It can be proved by post-test. Meanwhile, the difference in this research is focused on Senior High School students in eleventh grade. This research is more focused on quantitative research with pre-test and post-test.

The second research was conducted by Leo (2020) the research investigated the use of collaborative strategic reading that focuses on determining ideas and concluding text in reading. It was conducted in a senior high school that location in East Lampung. The study used a quantitative with a quasi-experimental design, and the data were collected by observation and test. The result of this research showed that the use of collaborative strategic reading can influence the students' reading skills in drawing conclusions. It can be proved by the data confirmed. Meanwhile, this research only focuses on the use of collaborative strategic reading in teaching descriptive text. This research will use pre-experimental as a research design with pre-test and post-test.

The third research was conducted by Rahman et al (2015). The research focused on the implementation of Collaborative Strategic Reading and Its effects on students' reading comprehension. It was conducted at MAN 1 Makasar, South Sulawesi, Indonesia. The respondents of the research were 40 students. The results of students' reading scores from pre-test to post-test demonstrate a significant difference. Meanwhile, the difference this research is more focused on teaching descriptive text.

The fourth research was conducted by Babapour (2018) the study investigated the effect of two types of reading interventions that focused on collaborative strategic reading (CSR) and shadow reading (SHR) on EFL learners' reading comprehension. The research was conducted at Iran Language Institute located in Urmia, Iran. The participants of the research were 144 female learners from the elementary level and intermediate levels. The research used quasi-experimental as a research design and the data were collected by test. The result showed that collaborative strategic reading and shadow reading has a positives effect on reading comprehension. Meanwhile, this research only focuses on collaborative strategic reading and the participant takes from senior high school.

The fifth research was conducted by Ahmad (2020), entittled The Effect of Collaborative Strategic Reading on students reading skills. The research subject was the eighth grade of SMPN 1 Jogoroto and the population is the eighth grade of SMPN 1 Jogoroto. This research used quasi-experimental with two tests: pre-test and post-test. There is a significant improvement in students' reading comprehension using Collaborative Strategic Reading. It is proved by the test of the result of pre-test and post-test. Meanwhile, this research focuses on teaching descriptive text and focus on senior high school as the participant.

These relevant prior research have a significant relationship with the current research because the variable and strategies are almost same. However, this research and previous research have different opinions on the physical object. In this study, the researcher employed a descriptive text as a research object to investigate the effects of the Collaborative Strategic Reading (CSR) strategy on the reading comprehension of a descriptive text among eleventh-grade students at MAN 1 Majalengka.