

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In general, teaching a language is a part of learning process by transferring knowledge about a language done by a teacher to the learners of a language. Since the knowledge taught is a language, the learners have to improve the use of the language. Therefore, English teaching should build learners' performance to be able to master English skills well.

English learners have to master four English language skills in order to be able to use English well such as reading, writing, listening, and speaking. These four skills are put into two categories of skills which are receptive skill; reading and listening; and productive skill; writing and speaking. Harmer (2007, p. 265)

states that reading and listening are categorized as receptive skills because their aim is to absorb information from the discourse, whereas speaking and writing are categorized as productive skills because they aim at producing language by the learners. It means that information received from reading and listening activity has to be receivable, so the information obtained is able to be practiced using written and spoken language. As the receptive skill, reading demands the learners to understand and comprehend the content of reading text. The teacher also has to make efforts to put the learners at ease to develop their comprehension in the process of learning reading.

In teaching reading, the teacher should make the students comprehend a reading text. One of the problems faced by the teacher in teaching reading skill is the various comprehension level of the students, whereas for the learners feel difficult to comprehend the content of a reading text because of an inappropriate teaching technique. Therefore, the teacher should find a suitable reading technique for the students. That reading technique also should be appropriate with characteristics of age of learners.

Adult learners have characteristics in learning. Adult learners who attend the class may take evening class because of their work during the day or their build the mid-career (Schwartz, p. 1). Since, they are busy because of their work, they probably get tired during learning in the classroom and get difficult to complete the assignment for a long period of time (Anonymous, 2002, pp. C-2). Because of those characteristics, a suitable reading teaching technique for adult learners

should cover those characteristics in order to improve reading comprehension of adult learners.

Collaborative Strategic Reading (CSR) is a reading technique which can be used to solve the problems of the teacher and the students and also to solve the characteristics of adult learners. According to Klingner, Vaughn, and Boardman (2007, p. 151), CSR is a combination of comprehension strategies and collaborative work where the students are taught to use the strategies in groups. In the implementation of CSR, the students apply reading comprehension strategies while applying students' roles in groups. Klingner et al. (2007, p. 142) states that the purposes of CSR are to increase reading comprehension of the students and to raise learning through concept where the involvement of students is highly expected. Klingner and Vaughn (1998) find that the teachers who have applied CSR in reading classes feel pleased because they are sure that it is able to improve students' comprehension in reading, to improve vocabularies, to increase cooperative skills, and to extend the learning in main area (as cited by Vaughn, 2008, p. 7).

Previous studies about CSR have been done by Hitchcock, Domino, Kurki, Wilkins, and Gersten (2011), and Kassem (2013). Hitchcock et al. (2011) do a research entitled *The Impact of Collaborative Strategic Reading on the Reading Comprehension of Grade 5 Students in Linguistically Diverse Schools*, and the finding shows that CSR does not have a significant impact on student reading comprehension. That result is different from the result of the study which is done by Kassem (2013). Kassem (2013) does a research entitled *The Effect of*

Collaborative versus Individual Strategic Reading on College EFL Learners' Reading Comprehension and Self-Efficacy where the result shows that there are significant improvements from CSR and ISR groups (Individual Strategic Reading) than the control group in reading comprehension and self-efficacy, yet there is no significant difference between CSR and ISR. It means that CSR and ISR are equally effective to be applied in reading classroom.

1.2 Statement of Problems

Discussion of the research includes discussions about problems which are stated through the following statements.

- a. How is the learning process of CSR in S2X Extensive Reading class?
- b. Is there a significant difference between Extensive Reading assignment scores before and after using CSR?

1.3 The Objectives of Research

The objectives of this research are to answer the problems above.

- a. To find out how the learning process of CSR in S2X Extensive Reading class is.
- b. To find out whether there is a significant difference between Extensive Reading assignment scores before and after using CSR or not.

1.4 Scope and Limitation

The research focuses on the learning process of CSR and the reading assignment scores which are held in S2X Extensive Reading class at STBA LIA Jakarta in academic year 2013-2014. The limitations of this research are S2X Extensive Reading evening class where the learning process of CSR uses theory of Klingner, Vaughn, and Boardman (2007), and the scores which be measured use theory of descriptive statistics to find out the significant difference of the reading assignment scores before and after using CSR.

1.5 Research Methodology

1.5.1 Method

The research uses a descriptive quantitative method. A descriptive method is used to describe the learning process of CSR in an Extensive Reading evening class. On the other hand, a quantitative method is used to summarize, organize, and simplify data where the data are from Extensive Reading assignment scores before and after using CSR. The quantitative method used is from theory of descriptive statistics to find out the distance of the difference of reading assignment scores before and after using CSR, so that the significant difference can be seen.

1.5.2 Data Sources

The research is held in an Extensive Reading evening class at STBA LIA, academic year 2013-2014. There is one Extensive Reading evening class which is S2X. The research only uses that class as a sample. Since the evening class consists of the students who work during the day, the number of the students who participates during the research is seven. From seven students, there are three same students who join in the first and second observation.

1.5.3 Data Collection Procedures

In this research, the data are collected through two steps which are to observe the learning processes, and to collect the scores.

- a. To observe the learning processes

There are two observations which be taken. They are learning process before using CSR and after using CSR. A video recorder which be used to record the data is Mito tab.

- b. To collect the scores

The researcher collects the scores from Extensive Reading assignment scores before and after using CSR in S2X class. The reading assignment scores are taken from the scores of activities of writing summary twice. Their collected works are given the scores.

1.5.4 Data Analysis Procedures

After collecting the data, the data are analyzed.

- a. To analyze the learning processes

This research describes the observational reports of learning processes of reading before using CSR and after using CSR in S2X class. The descriptions are analyzed by using theory of Klingner, Vaughn, and Boardman's Collaborative Strategic Reading (2007). After that, the analysis of the learning processes before using CSR and after using CSR are compared to find out the effectiveness of CSR for the students in the learning process of reading.

- b. To analyze the scores

The reading assignment scores before and after using CSR are counted and analyzed by using descriptive statistics. The steps of analysis are:

1. calculating central tendency which consists of *sample mean (M)*, *median* and *mode*,
2. calculating *standard deviation* and *variance* where the process of calculation involves the measurement of *deviation* for each score, each *deviation*, *squared deviations (SS)*, *sample variance (s^2)*, and *standard deviation (s)*,
3. comparing the result of the calculation of the *central tendency* and the *standard deviation* to find out the distance of the difference of

- the reading assignment scores before and after using CSR, so the significant difference can be analyzed,
4. showing the result of the calculation of the *central tendency* and the *standard deviation* through tables and bar charts, and
 5. answering the hypotheses which have been made.

1.5.5 Hypothesis to Be Tested

Hypotheses consisting of null hypothesis and research hypothesis are needed to make assumptions in answering the second problem in this research. The hypotheses in sentences are written below.

H_o : There is no difference between reading assignment scores before and after using CSR.

H_1 : There is a significant difference between reading assignment scores before and after using CSR.

The hypotheses written statistically are shown below.

$H_o: M_1 \neq M_2$

$H_1: M_1 = M_2$

The null hypothesis should be rejected to get a positive result which expects that there is a significant difference between reading assignment scores before and after using CSR. Since the method used is descriptive statistics, the null

hypothesis (H_o) is rejected if the distance of the difference of the scores before and after using CSR is significant.

Remarks:

H_o : Null hypothesis.

H_1 : Research hypothesis or alternative hypothesis.

M_1 : Sample mean of reading assignment scores before using CSR.

M_2 : Sample mean of reading assignment scores after using CSR.

1.6 The Organization of Writing

There are four chapters in this thesis. They are Chapter I, II, III, and IV. Chapter I is an introduction of the thesis which introduces background of the study, statement of problems, the objectives of the research, scope and limitation, research methodology, and the organization of writing. Chapter II is a theoretical framework which discusses theories used to do the research. Chapter III is an analysis and discussion which analyze and discuss the research based on the theories. Chapter IV is a conclusion which concludes the result of research which answers the research problems.